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FOR TEACHERS

NORMAL COURSE

—1001—

G. W. PEASE

FIRST YEAR

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THE S. S. TEACHERS'

# NORMAL COURSE

BY

GEORGE W. PEASE

Instructor in the School for Christian Workers  
Springfield, Mass.

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FIRST YEAR

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## PREFACE.

IN the belief that the Sunday-school teachers of to-day are in earnest in their work for the Master, and that they are willing to undertake a thorough course of study which shall enable them to do more and better work in the Lord's vineyard, this Sunday-school Teacher's Normal Course, extending over two years, has been prepared by the author.

No claim is made for originality in matter, but simply for the arrangement of that which has been gleaned from many sources.

Most of the lessons comprising the course have been taught by the author in various normal classes, and these, revised and re-written, together with a number of entirely new ones, are now offered to the teachers in our Sunday-schools, in the hope that they may be stimulating and helpful to every one who desires to become a "workman that needeth not to be ashamed, rightly dividing the word of truth."

GEORGE WILLIAM PEASE.

*School for Christian Workers,  
Springfield, Mass.,  
June, 1895.*





# OUTLINE OF SUNDAY-SCHOOL TEACHERS' NORMAL COURSE.

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## FIRST YEAR.

### PART I.—THE BIBLE.

#### LESSON.

1. The Bible — General Contents.
2. “ “ “ “
3. Geography of the Bible — Old Testament Lands.
4. “ “ “ “ New Testament Lands.
5. “ “ “ “ Palestine.
6. “ “ “ “ “
7. “ “ “ “ Jerusalem, Past and Present.

### OLD TESTAMENT HISTORY.

8. Creation to the Flood.
9. Flood to the Call of Abraham.
10. Call of Abraham to the Descent into Egypt.
11. “ “ “ “ “ “ “ “
12. Descent into Egypt to the Exodus.
13. Exodus to the Crossing of the Jordan.
14. “ “ “ “ “ “ “
15. “ “ “ “ “ “ “
16. Crossing of the Jordan to the Appointment of Judges.
17. Appointment of Judges to Establishment of Kingdom.

18. Appointment of Judges to Establishment of Kingdom.
19. Establishment of Kingdom to the Division.
20.       "       "       "       "       "       "
21.       "       "       "       "       "       "
22. The Kingdom of Israel.
23.       "       "       "       "
24. The Kingdom of Judah.
25.       "       "       "       "
26. The Destruction of Judah to Close of Old Testament History.
27. Interval between the Old and New Testaments.

## PART II.—THE TEACHER AND TAUGHT.

1. Child-nature — Activity and the Senses.
2.       "       "       The Emotions.
3.       "       "       "       "
4.       "       "       The Intellect.
5.       "       "       The Intellect and Will.
6. The Laws of Teaching.
7. The Art of Questioning.
8. Art of Illustrating and Object Illustrating.
9. Blackboard Illustrating.

## SECOND YEAR.

### PART I.—THE BIBLE.

NO. OF LESSONS.

11. Life of Christ — "The Great Teacher."
  1. Childhood of the Teacher.
  2. The Announced Teacher.

3. The Obscure Teacher.
4. The Popular Teacher.
5. The Popular Teacher.
6. The Opposed Teacher.
7. The Opposed Teacher.
8. The Revealing Teacher.
9. The Suffering Teacher.
10. The Crucified Teacher.
11. The Resurrected Teacher.
8. The Apostles and their Work.
3. Bible Institutions.
  1. The Tabernacle and the Temple.
  2. The Sacrifices.
  3. The Feasts and Festivals.
2. Manners and Customs.
2. The Canon.
1. Our English Bible.

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PART II.—THE TEACHER AND TAUGHT.

1. The Teacher — Aims and Essential Qualifications.
1. “ “ Bible Study.
2. “ “ Lesson Study.
  1. Lesson Analysis.
  2. Teaching Plan.
1. Pre-views and Reviews.
1. Study of the Scholars.
1. Mistakes and Difficulties, and Week-day Work.
2. The Sunday-school.
  1. History, Aims, and Scope.
  2. Organization and Gradation.

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9.

## SUGGESTIONS TO LEADERS.

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### THE NORMAL CLASS.

#### I. ORGANIZATION.

1. Be thoroughly posted as to the *purpose, plan, and benefits* of a Normal Class.
2. Meet the prospective members, and clearly outline the work of such a class, its benefits to the members and to the school, and have all understand what is expected of them if they join.
3. Enroll all who are willing to pursue the course as outlined to them.
4. Appoint the *time and place* of meeting.
  - a. The best time — an evening during the week.
    - (1.) Sunday is usually a very full day.
    - (2.) Many of those who ought to take the course of study could attend a week-day session when they could not attend one on Sunday because of other Christian work.
  - b. On Sunday at an hour when no other meeting will interfere.
    - (1.) Teachers who may desire to take the course may do so without giving up their Sunday-school classes.
    - (2.) The members of the Normal Class may occasionally act as substitute teachers in the Sunday-school.

c. On Sunday during the school session.

(1.) Saves an additional Sunday meeting.

5. As a rule, do not have over ten or twelve in one class, as the best work can be done when each member has considerable individual practice in the class.
6. Visitors may be allowed in the class, but confine the work to the enrolled members.
7. Pledged attendance is usually not advisable, but impress upon all the members the importance of regular attendance.

## II. CONDUCT.

1. Open with prayer. If there be time, have a song and a few verses of Scripture.
2. *Do n't lecture.* Tell to the class what may be necessary, but be sure to get back from the class by questioning, everything that has been given them.
3. Place upon the blackboard in abbreviated form the outline of the lesson as it is developed before the class.
4. Thoroughly drill the class upon this outline.
5. Encourage the taking of notes, questioning on the part of all, and discussion up to the point of unprofitableness.
6. Whenever practicable, use maps and charts to make the lessons clearer or more interesting.
7. Appoint different members to conduct occasional reviews and also to teach some of the advance lessons. Criticise in a kind way their manner and method.



PART ONE.



THE BIBLE.





## I.

### THE BIBLE.

#### I. NAMES.

1. The Canon.
2. The Law of God.
3. The Testaments.
4. The Scriptures. John 5: 39; 2 Tim. 3: 16.
5. Oracles. Acts 7: 38.
6. The Word of God. Heb. 4: 12.
7. Statutes, Precepts, Commandments, Judgments,  
Law of the Lord, Testimonies. Ps. 119: 1-8.
8. The Law. Deut. 17: 18.
9. The Sword of the Spirit. Eph. 6: 17.
10. Book of the Law. Josh. 1: 8; Neh. 8: 8.
11. Law, Prophets, and Psalms. Luke 24: 44.

#### II. LANGUAGES IN WHICH IT WAS WRITTEN.

1. The Old Testament in Hebrew.
2. The New Testament in Greek.

#### III. THE DIVISIONS.

1. *The Old Testament.*
  - (1.) Pentateuch..... 5
  - (2.) Historical..... 12
  - (3.) Poetical..... 5
  - (4.) Prophetical —
    - Major..... 5
    - Minor..... 12

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2. *The New Testament.*

## (1.) Historical —

Gospels ..... 4

Acts ..... 1

(2.) Pauline letters ..... 14

(3.) General letters ..... 7

(4.) Prophetical ..... 1

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## IV. THE OLD TESTAMENT BOOKS AND THEIR CONTENTS.

1. *The Pentateuch.*

(1.) Genesis ..... Beginnings.

(2.) Exodus ..... Redemption.

(3.) Leviticus ..... Laws.

(4.) Numbers ..... Wanderings.

(5.) Deuteronomy ..... Repetition.

2. *The Historical Books.*

(1.) Joshua ..... Conquest.

(2.) Judges ..... Deliverances.

(3.) Ruth ..... Love.

(4.) 1 and 2 Samuel ..... Kingdom.

(5.) 1 and 2 Kings ..... Kings.

(6.) 1 and 2 Chronicles ..... Temple.

(7.) Ezra ..... Return.

(8.) Nehemiah ..... Rebuilding.

(9.) Esther ..... Providence.

3. *The Poetical Books.*

(1.) Job ..... Suffering and Trust.

(2.) Psalms ..... Experience.

(3.) Proverbs ..... Wisdom.

(4.) Ecclesiastes ..... Vanity.

(5.) Song of Solomon ..... Union.

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#### 4. *Major Prophets.*

- (1.) Isaiah ..... Messiah.
- (2.) Jeremiah ..... Warnings.
- (3.) Lamentations ..... Tears.
- (4.) Ezekiel ..... Visions.
- (5.) Daniel ..... Victory.

#### QUESTIONS FOR REVIEW.

1. What are some of the names of the Bible?
2. In what languages was the Bible written?
3. What are the divisions of the Old Testament?
4. What are the divisions of the New Testament?
5. How many books are in each of the Old Testament divisions?
6. How many books are in each of the New Testament divisions?
7. About what is the book of Genesis? of Exodus? of Deuteronomy?
8. About what is the book of Joshua? of Ezra? of Nehemiah?
9. About what is the book of Psalms? of Isaiah? of Jeremiah?
10. Name the historical books.

## II.

### THE BIBLE.—CONTINUED.

#### IV. THE OLD TESTAMENT BOOKS AND THEIR CONTENTS.

— *Continued.*

##### 5. *The Minor Prophets.*

- (1.) Hosea . . . . . Captivity, then Prosperity.
- (2.) Joel . . . . . Captivity, then Peace.
- (3.) Amos . . . . . Judgments.
- (4.) Obadiah . . . . . Edom.
- (5.) Jonah . . . . . Disobedience.
- (6.) Micah . . . . . Triumph — Christ and the  
Church.
- (7.) Nahum . . . . . Nineveh.
- (8.) Habakkuk . . . . . Confidence.
- (9.) Zephaniah . . . . . Mercies.
- (10.) Haggai . . . . . Courage.
- (11.) Zechariah . . . . . Restoration.
- (12.) Malachi . . . . . Forerunner.

#### V. THE NEW TESTAMENT BOOKS AND THEIR CONTENTS.

##### 1. *The Historical Books.*

- (1.) Matthew . . . . . Jesus — Messiah.
- (2.) Mark . . . . . Jesus — King.
- (3.) Luke . . . . . Jesus — Saviour.
- (4.) John . . . . . Jesus — Divine.
- (5.) Acts . . . . . Christian Church.

##### 2. *The Pauline Letters.*

- (1.) Romans . . . . . Justification.
- (2.) 1 Corinthians . . . . . Unity.

- (3.) 2 Corinthians... Work.
  - (4.) Galatians..... Justification.
  - (5.) Ephesians ..... Warfare.
  - (6.) Philippians.... Striving.
  - (7.) Colossians..... New Man.
  - (8.) 1 Thessalonians. Thanksgiving.
  - (9.) 2 Thessalonians. Second Advent.
  - (10.) 1 Timothy ... )
  - (11.) 2 Timothy... } Workers' Instructions.
  - (12.) Titus ..... }
  - (13.) Philemon ..... Brotherhood.
  - (14.) Hebrews (\*).... Priesthood.
3. *The General Letters.*
- (1.) James..... Faith and Works.
  - (2.) 1 and 2 Peter .. Growing and Watching.
  - (3.) 1 John..... Assurance.
  - (4.) 2 and 3 John... Truth.
  - (5.) Jude..... Apostasy.
4. *The Prophetical Book.*
- (1.) Revelation..... Better Things.

## QUESTIONS FOR REVIEW.

1. Name the minor prophetical books.
2. About what is the book of Obadiah? of Nahum?
3. Name the five historical books of the New Testament.
4. Name the Pauline Epistles.
5. Name the General Epistles.
6. Give the distinctive characteristic of each of the Gospels.
7. Of what does Romans treat?
8. About what is the book of Colossians? of Philemon?
9. About what is the book of James? of 1 John?
10. Name the prophetical book of the New Testament.

\* Pauline authorship questioned.

### III.

## THE OLD TESTAMENT LANDS.

### I. EXTENT.

1. The lands are comprised between  $30^{\circ}$  and  $54^{\circ}$  E. Long., and  $27^{\circ}$  and  $40^{\circ}$  N. Lat.
2. They extend about 1400 miles east and west, by 900 miles north and south. Area about 1,110,000 square miles.

### II. THE SEAS.

1. *Caspian*, in the northeastern portion of the land. The lower third of this sea is within the boundaries.
2. *Persian Gulf*, south of the Caspian Sea. About one-half of this gulf is within the boundaries.
3. *Mediterranean Sea*, in the western part of the land. A small part of the extreme eastern portion of this sea is within the boundaries.
4. *Red Sea*, in the southwestern part of the land. The extreme northern part of this sea, with the two arms,—the Gulfs of Suez and Akaba,—lie within the boundaries.
5. *Dead Sea*, about fifty miles east of the southeastern corner of the Mediterranean Sea. Entirely within the boundaries.
6. *Sea of Galilee*, about sixty-five miles north of the Dead Sea. Entirely within the boundaries.

Known in Old Testament times by the name  
“Chinnereth.”

### III. THE MOUNTAINS.

1. *Ararat*, or Mts. of Armenia, running east and west along the northern boundary of the lands.
2. *Caspian Range*, along the western and southern side of the Caspian Sea.
3. *Zagros*, southeast from Ararat to the Persian Gulf.
4. *Lebanon Range*, southwest from Ararat through Palestine to the Red Sea.
5. *Taurus*, westward from Ararat through Asia Minor.

### IV. RIVERS.

1. *Tigris*, from the Mts. of Armenia southeast into the Persian Gulf.
2. *Euphrates*, from the Mts. of Armenia southwest, then south, then southeast, uniting with the Tigris near the Persian Gulf.
3. *Jordan*, from the Lebanon Mts. south to the Dead Sea.
4. *Nile*, from the center of Africa north to the Mediterranean Sea.

### V. COUNTRIES.

1. *Media*, between the Caspian Sea and the Zagros Mts., and north of the Persian Gulf.
2. *Persia*, south of Media and northeast of the Persian Gulf.
3. *Assyria*, between the Zagros Mts. and the Tigris River, and just south of the Ararat Mts.

4. *Elam*, southeast of Assyria, north of the Persian Gulf, between the Zagros Mts. and the Tigris River.
5. *Chaldea*, southwest of Elam, extending from the Tigris River beyond the Euphrates to the edge of the desert.
6. *Mesopotamia*, west of Assyria, between the Tigris and Euphrates Rivers.
7. *Syria*, west of Mesopotamia, extending to the Mediterranean Sea.
8. *Palestine*, between Syria and the Sinaitic peninsula, extending from the Arabian Desert to the Mediterranean Sea.
9. *Phœnicia*, a narrow strip between the Lebanon Mts. and the Mediterranean Sea, north of Palestine.
10. *Egypt*, in the northeastern corner of Africa.
11. *Arabian Desert*, occupies the central portion of the Old Testament lands.

#### VI. PROMINENT CITIES OR TOWNS.

1. *Ur*, in Chaldea on the Euphrates River, about seventy-five miles north of west of its junction with the Tigris.
2. *Babylon*, on the Euphrates River, northwest of Ur.
3. *Susa or Shushan*, in the southeastern part of Elam.
4. *Nineveh*, in Assyria on the Tigris River.
5. *Haran*, in Mesopotamia on a tributary of the Euphrates.
6. *Damascus*, in the southwestern part of Syria.
7. *Jerusalem*, in Palestine, about eighteen miles west of the northern end of the Dead Sea, and thirty-two miles east of the Mediterranean Sea.



## QUESTIONS FOR REVIEW.

1. What is the extent of the Old Testament lands?
2. Name and locate four seas within the boundaries of the Old Testament lands.
3. Name and locate three mountain ranges.
4. Describe the Tigris River.
5. Describe the Euphrates River.
6. Describe the country of Media ; of Persia.
7. Describe the country of Elam ; of Chaldea.
8. Describe the country of Mesopotamia ; of Assyria.
9. Locate Ur, Babylon, Nineveh.
10. Locate Haran, Damascus, Shushan.

## IV.

### THE NEW TESTAMENT LANDS.

#### I. EXTENT.

1. The lands are comprised between  $10^{\circ}$  and  $37^{\circ}$  E. Long., and  $29^{\circ}$  and  $43^{\circ}$  N. Lat.

#### II. THE COUNTRIES.

1. *Italy*, in the northwestern part.
2. *Greece*, next to Italy on the southeast, and separated from it by the Adriatic Sea.
3. *Illyricum*, north of Greece, on the Adriatic Sea.
4. *Macedonia*, north of Greece and east of Illyricum.
5. *Thrace*, east of Macedonia.
6. *Asia Minor*, east of Greece and Macedonia, and separated from them by the *Ægean Sea*.
7. *Phœnicia*, a narrow strip bordering on the Mediterranean Sea, west of the southern part of Syria.
8. *Syria*, southeast of Asia Minor, on the Mediterranean.
9. *Palestine*, on the Mediterranean Sea and south of Syria.
10. *Egypt*, southwest of Palestine on the Mediterranean.
11. *Libya* — *Cyrene*, west of Egypt.
12. *Africa*, west and south of Egypt and Libya.

#### III. SEAS.

1. *Mediterranean Sea*, occupies the central portion of the map.

2. *Adriatic*, between Italy on the west, and Greece and Illyricum on the east.
3. *Ægean*, between Greece and Macedonia on the west, and Asia Minor on the east.
4. *Black*, north of Asia Minor.
5. *Marmora*, between the Ægean and Black Seas.
6. *Dead*, in Palestine, fifty miles east of the Mediterranean Sea.
7. *Sea of Galilee*, in Palestine, about sixty-five miles north of the Dead Sea.
8. *The Two Arms of the Red Sea*, the gulfs of Suez and Akaba, come within the boundaries above mentioned.

#### IV. THE MOUNTAINS.

1. *Taurus*, running west through Asia Minor.
2. *Lebanon*, running south through Syria and Palestine to the Red Sea.

#### V. THE RIVERS.

1. *Jordan*, from the northern part of Palestine south to the Dead Sea.
2. *Nile*, from the center of Africa, north to the Mediterranean Sea.

#### VI. ISLANDS.

1. *Cyprus*, in the northeast corner of the Mediterranean.
2. *Crete*, in the Mediterranean, just south of the Ægean.
3. *Sicily*, in the Mediterranean just south of Italy.
4. *Melita*, a little south of Sicily.
5. *Patmos*, in the southeastern part of the Ægean Sea.

## VII. DIVISIONS OF ASIA MINOR.

1. On the *north*, Pontus, Paphlagonia, Bithynia.
2. On the *west*, Mysia, Lydia, Caria.
3. On the *south*, Lycia, Pamphylia, Cilicia.
4. On the *east*, Cappadocia.
5. In the *center*, Galatia, Lycaonia, Pisidia, and Phrygia.

## VIII. IMPORTANT CITIES.

1. *Alexandria*, in Egypt, on northern coast. Founded by Alexander in 332 B. C.
2. *Jerusalem*, the chief city of Palestine, about eighteen miles west of the Dead Sea.
3. *Damascus*, in the southwestern part of Syria, and one of the oldest cities in that country.
4. *Antioch*, in Syria, a few miles back from the Mediterranean Sea. *Seleucia*, its seaport.
5. *Tursus*, in Cilicia — the birthplace of Saul.
6. *Antioch*, in Pisidia.
7. *Ephesus*, in Lydia.
8. *Philippi*, in Macedonia. *Neapolis*, its seaport.
9. *Athens*, in Greece, on the Attic peninsula.
10. *Corinth*, in Greece, west of Athens. *Cenchrea*, its seaport, on the Saronic Gulf.
11. *Rome*, in Italy — the great capital.

## QUESTIONS FOR REVIEW.

1. Name and locate five of the New Testament countries.
2. Describe the Adriatic Sea; the Ægean Sea.
3. Describe the Black Sea; the Sea of Marmora.
4. Name and locate two mountain ranges of the New Testament lands.
5. Name and locate two rivers.

6. Name and locate three islands.
7. Locate the two Antiochs; Alexandria.
8. Locate Tarsus; Ephesus.
9. Locate Athens; Corinth.
10. Locate Philippi; Rome.

## V.

### PALESTINE.

#### I. EXTENT.

1. The land is comprised between  $34^{\circ}$  and  $36^{\circ}$  E. Long. and  $31^{\circ}$  and  $34^{\circ}$  N. Lat.
2. From Dan on the North to Beersheba on the south is about one hundred and forty miles.
3. The breadth of the country at Gaza from the Dead Sea to the Mediterranean Sea is a little over fifty-six miles, and at Dan from the Jordan River to the Mediterranean Sea about twenty-four miles; the average breadth thus being about forty miles.
4. The area of the country west of the Jordan is about 6700 square miles.
5. The area of the country allotted to the Twelve Tribes was about 12,000 square miles.

#### II. NAMES.

1. *Canaan*, the earliest name, so called because the land was occupied by the descendants of Canaan, the son of Ham. See Gen. 10:6, 15-20.
2. During the monarchy it was usually called the *Land of Israel*.
3. From the time of the captivity to the Christian era, it was spoken of as *Judea*, which name had extended itself from the southern portion to the whole of the country.

4. *Palestine*. This form, together with the form *Palestina*, occurs in the A. V. but four times. See Ex. 15:14; Isa. 14:29, 31; Joel 3:4.

In all these cases the Revision has *Philistia*, which undoubtedly is correct.

The name *Palestine* did not come to be applied to the land until the early years of the Christian era; at first by Roman and Greek writers, and afterward by Jewish writers.

5. *Holy Land*, the name most frequently given to the land during the Middle Ages, and down to our own time.
6. Other names: "land of promise," "the land," "land of Jehovah," "land of Sion," etc.

### III. NATURAL DIVISIONS.

1. *The Maritime Plain*, from eight to twenty miles wide, and consisting of the following four plains.
  - a. Plain of Philistia, about sixteen miles wide; on the seacoast opposite the Dead Sea.
  - b. Plain of Sharon, about ten miles wide; just north of the Plain of Philistia.
  - c. Plain of Esdraelon, just north of Mt. Carmel, and stretching from the Mediterranean Sea to the Jordan.
  - d. Plain of Phœnicia, a narrow strip north of the plain of Esdraelon.
2. *The Mountain Range*.
  - a. Runs nearly north and south, with a bold promontory (Mt. Carmel) jutting out into the Mediterranean Sea at a point opposite the Sea of Galilee.

b. The average height of the range is from 1500 feet to 1800 feet.

c. Certain peaks of this range are from 2500 feet to 5000 in height.

3. *The Jordan Valley.*

a. About one hundred and fifty miles from north to south.

b. About five miles wide in its most northern portion, contracting in width between Merom Lake and Sea of Galilee to a broad ravine; from the Sea of Galilee south it is about seven miles wide until Jericho is reached; when it broadens out to a width of twelve miles.

c. The northern part of the valley is 1700 feet above the level of the Mediterranean Sea, and the southern part is 1317 feet below the sea level; between these two points the valley falls through a height of 3017 feet.

4. *The Eastern Table-land.*

a. A region of high mountains stretching away to the Arabian Desert on the east and southeast.

IV. WATERS.

1. *The Mediterranean Sea*, forming the entire western boundary.

2. *The Dead Sea*, at the southern end of the Jordan Valley.

a. Not found in the Bible under this name. See Gen. 14:3; Deut. 4:49; Josh. 3:16; Deut. 3:17.

b. Called the "Dead Sea" about the second century A. D.



- 
- c.* It is about forty-six miles long. Its greatest width is ten and one third miles.
    - d.* The area varies according to the time of the year.
    - e.* About 1316 feet below the level of the Mediterranean.
  - 3. *The Sea of Galilee*, about sixty-five miles north of the Dead Sea.
    - a.* Other Biblical names, —
      - (1.) Chinnereth. Num. 34:11.
      - (2.) Gennesaret. Luke 5:1.
      - (3.) Tiberias. John 6:1.
    - b.* Of oval shape, about fourteen miles long by seven miles broad.
    - c.* About 700 feet below the level of the Mediterranean.
  - 4. *Lake Mcrom*, a small body of water about three miles across, situated ten miles north of the Sea of Galilee.
  - 5. *The Jordan River* flows from the Mountains of Lebanon south through the Lake Merom and Sea of Galilee to the Dead Sea.
    - a.* Its sources are 1700 feet above the Mediterranean Sea, its mouth over 1300 feet below.
    - b.* It is about 200 miles long, including its numerous windings.

## QUESTIONS FOR REVIEW.

1. What is the length of Palestine from north to south?
2. What is the breadth of the country from east to west at the Sea of Galilee? at the city of Gaza?
3. What is the area of the country allotted to the twelve tribes?
4. By what other names was Palestine known?
5. Describe the Maritime Plain.
6. Describe the Mountain Region.
7. Describe the Jordan Valley.
8. Describe the Eastern Table-land.
9. Describe the Dead Sea ; the Sea of Galilee.
10. Describe the Jordan River.

## VI.

### PALESTINE.—CONTINUED.

#### I. THE MOUNTAINS.

1. *Mt. Nebo*, a short distance east of the northern end of the Dead Sea. The highest peak of the mountain is called Pisgah. Deut. 32:49; 34:1.
2. *Mt. Olivet*, or *Mt. of Olives*, a ridge about one mile in length just east of Jerusalem, and separated from that city by the narrow valley of the Kidron. Zech. 14:4; Acts 1:12; Luke 19:29.
3. *Mt. Gerizim*, about thirty-three miles northwest of the Dead Sea, and nearly midway between the Jordan and the Mediterranean. This mountain was known as the "Mount of Blessing." Deut. 11:26-29.
4. *Mt. Ebal*, just north of Mt. Gerizim, the city of Shechem (present Nablus) lying in the valley between. This valley at its eastern end is not more than 1000 feet wide. This mountain was called the "Mount of Cursing." Deut. 11:26-29.
5. *Mt. Gilboa*, a short range on the eastern side of the Plain of Esdraelon, extending a distance east and west of about ten miles. This mountain was the scene of the defeat and death of Saul and Jonathan. 1 Sam. 31:1; 2 Sam. 1:6; 21:12.

6. *Mt. Tabor*, in the northeastern part of the Plain of Esdraelon, about fifteen miles south of west of the Sea of Galilee. Judges 4: 6-15; Jer. 46:18.
7. *Mt. Carmel*, a short range or ridge just opposite (on the west) the Sea of Galilee, and extending in from the Mediterranean Sea in a south south-east direction for a distance of about twelve miles. At its western end a bold promontory, about 600 feet above the sea level, juts out into the sea. The range divides the Plains of Sharon and Esdraelon. 1 Kings 18:19.
8. *Mt. Hermon*, a high mountain on the northeast border of Palestine. It is nearly 10,000 feet above the sea level. Snow rests upon its summit throughout the year. In all probability Christ's transfiguration took place upon one of the lower ridges of this peak. Dent. 3: 8; Josh. 11:17.

## II. CITIES AND TOWNS.

1. *Jerusalem*, eighteen miles west of the Dead Sea, and thirty-two miles east of the Mediterranean Sea.
2. *Joppa*, the principal seaport of Palestine. About thirty-eight miles northwest of Jerusalem.
3. *Cesarea*, on the coast, about seventy miles from Jerusalem. Built by Herod the Great.
4. *Tyre*, a noted commercial city of Phœnicia, on the Mediterranean coast about thirty-eight miles north of Mt. Carmel.
5. *Sidon*, also in Phœnicia, on the coast, and about twenty miles north of Tyre.

6. *Beersheba*, about forty miles west of south of Jerusalem, on the southern boundary of Palestine.
7. *Hebron*, about twenty miles west of south of Jerusalem. One of the most ancient cities in Palestine.
8. *Bethlehem*, a small town six miles south of Jerusalem.
9. *Bethany*, a small village on the eastern slope of the Mt. of Olives.
10. *Samaria*, the capital of the kingdom of Israel. Built upon a hill about six miles to the northwest of Mt. Ebal.
11. *Nazareth*, about eighteen miles west of the southern end of the Sea of Galilee.
12. *Jericho*, in the southern part of the Jordan Valley, about thirteen miles east of Jerusalem.
13. *Capernaum*, on the northwest shore of the Sea of Galilee.
14. *Dan*, on the northern boundary of the land, east of the Jordan River.
15. *Cesarea Philippi*, on the southern slope of Mt. Hermon.

### III. DIVISIONS OF THE LAND.

1. *The Tribal Period*. During this period the land was divided among the tribes as follows: —
  - a. On the east of the Jordan.
    - (1.) *Manasseh* (half tribe), on the north.
    - (2.) *Gad*, south of Manasseh.
    - (3.) *Reuben*, south of Gad.
  - b. On the west of the Jordan, between the Dead Sea and the Mediterranean Sea.

- (1.) *Judah*, west of the Dead Sea.
  - (2.) *Simeon*, southwest of Judah.
  - c. On the west of the Jordan and between the Dead Sea and Mt. Carmel.
    - (1.) *Benjamin*, in the southeast.
    - (2.) *Dan*, in the southwest.
    - (3.) *Ephraim*, in the center.
    - (4.) *Manasseh* (half tribe), in the north.
  - d. On the west of the Jordan and north of Mt. Carmel.
    - (1.) *Issachar*, in the south.
    - (2.) *Zebulon*, in the center.
    - (3.) *Naphtali*, in the northeast.
    - (4.) *Asher*, in the northwest.
  - 2. *The New Testament Period.* During this period the land was divided as follows :—
    - a. West of the Jordan.
      - (1.) *Galilee*, in the north.
      - (2.) *Samaria*, in the center.
      - (3.) *Judea*, in the south.
    - b. East of the Jordan.
      - (1.) *Bashan*, in the north.
      - (2.) *Perea*, in the south.
      - (3.) *Iturea*, a small district between Bashan and Mt. Hermon.
- Note.*—After the captivity Bashan was divided into four provinces :—
- 1. *Gaulonitis*, in the northwest.
  - 2. *Trachonitis*, in the northeast.
  - 3. *Auranitis*, in the south.
  - 4. *Batanea*, east of Trachonitis.

## QUESTIONS FOR REVIEW.

1. Describe Mt. Nebo, Mt. Olivet, Mt. Gerizim.
2. Describe Mt. Ebal, Mt. Tabor, Mt. Gilboa.
3. Describe Mt. Carmel, Mt. Hermon.
4. Locate Jerusalem, Joppa, Cæsarea.
5. Locate Beersheba, Bethlehem, Bethany.
6. Locate Samaria, Nazareth, Capernaum.
7. What tribes were allotted land on the east of the Jordan?
8. What tribes were allotted land on the west of the Jordan?
9. During New Testament times, what were the divisions of the land east of the Jordan?
10. During New Testament times, what were the divisions of the land west of the Jordan?

## VII.

### THE CITY OF JERUSALEM.

#### I. NAMES.

1. In the earliest times it was probably called Jerusalem. (This name has been found on the Tel-el-Armarna tablets, which date from the fifteenth century before our era. See *Sabbath-school Times*, of Aug. 26, 1893.)
2. Period of the Conquest, known as *the Jebusite*. See Josh. 15 : 8 ; 18 : 16, 28.
3. Period of the Judges, known as *Jebus*. See Judges 19 : 10.
4. Period of the Kingdom, known as *Jerusalem*. So called after its conquest by David. Also called "City of David" and "Zion." See 1 Kings 8 : 1.
5. During Christian times it was known as the "Holy City."
6. At the present time it is known as "El-Khuds," "the Holy," and is under Turkish rule.

#### II. LOCATION.

1. *Geographically*.
  - a. About eighteen miles west of the Dead Sea, and thirty-two miles east of the Mediterranean Sea.
  - b. Its elevation is about 2600 feet above the sea level.



## 2. *Politically.*

- a. Partly in the territory of Judah, and partly in that of Benjamin.
- b. Entirely within the territory known later as Judea.

## III. ITS MOUNTAINS OR HILLS.

1. *Mt. Zion*, in the southwest, is the larger and higher.
2. *Mt. Moriah*, in the southeast, is the lower and smaller, and is the one upon which the temple was built.
3. *Acra* is a hill to the north of Zion.
4. *Bezetha* is a hill to the north of Mt. Moriah.

## IV. THE VALLEYS.

1. *Valley of the Kidron*, on the east, between Mt. Moriah and the Mt. of Olives; extends in a northern direction.
2. *Valley of the Tyropæon*, between Mt. Moriah and Mt. Zion; extends in a north-northwestern direction.
3. *Valley of Hinnom*, west of Mt. Zion; extends in a northwestern direction.
4. These valleys all unite at the southeast corner of the city.

## V. SECTIONS OF THE CITY.

1. *The Upper City*, on Mt. Zion.
2. *The Lower City*, on Mt. Acra.

## VI. ITS HISTORY.

1. A Jebusite fortress at the time of its capture by David in 1048 B. C.

2. The capital of the United Kingdom, and after the division in 975 B. C., became the capital of the kingdom of Judah.
3. The city was sacked by —
  - a. Shishak, king of Egypt. See 2 Chron. 12 : 2, 9.
  - b. Philistines and Arabians. See 2 Chron. 21 : 16, 17.
  - c. Joash, king of Israel. See 2 Chron. 25 : 23, 24.
  - d. Nebuchadnezzar, king of Babylon. This king sacked the city a number of times, and finally destroyed it in 587–586 B. C.
4. The city was rebuilt by Ezra, Zerubbabel, and others during the years 536–520 B. C. The walls were rebuilt by Nehemiah about 445 B. C.
5. It was destroyed by the Romans in 70 A. D.
6. At present a Turkish city of about 28,000 inhabitants.

#### CLIMATE OF PALESTINE.

##### I. THE SEASONS.

1. There are but two seasons, the winter and summer, or the wet and dry seasons.
  - a. *Winter*, from November to April.
    - (1.) During this season the rain is not continuous, but rather a succession of severe showers or storms, with intervening periods of fine weather.
    - (2.) The average rainfall at Jerusalem is about sixty-one inches.
    - (3.) Snow often falls to a depth of a foot or more during January and February. See Prov. 31: 21, etc.

(4.) The average winter temperature is about 49.1°.

b. *Summer*, from May to October.

(1.) During the summer months the dews are very heavy, and the nights cold.

(2.) The average summer temperature is about 78.4°.

#### QUESTIONS FOR REVIEW.

1. By what other names was Jerusalem known?
2. Locate Jerusalem geographically.
3. Name and locate the four hills upon which Jerusalem is built.
4. Describe the valley of the Kidron.
5. Describe the valley of Tyropœon.
6. Describe the valley of Hinnom.
7. What were the two sections of the city?
8. Give a little of the history of the city from David's time to the present.
9. Describe the winter season of Palestine.
10. Describe the summer season of Palestine.

## VIII.

### OLD TESTAMENT HISTORY.

#### PERIODS.

- |  |                 |
|--|-----------------|
| 1. Creation to the Flood.....  | 4004-2348 B. C. |
| 2. Flood to the Call of Abram.....                                     | 2348-1921 B. C. |
| 3. Call of Abram to the Descent into<br>Egypt.....                     | 1921-1706 B. C. |
| 4. Descent into Egypt to the Exodus                                    | 1706-1491 B. C. |
| 5. Exodus to the Crossing of the Jor-<br>dan.....                      | 1491-1451 B. C. |
| 6. Crossing the Jordan to the Appoint-<br>ment of Judges.....          | 1451-1400 B. C. |
| 7. Appointment of Judges to the Es-<br>tablishment of the Kingdom...   | 1400-1095 B. C. |
| 8. Establishment of the Kingdom to<br>the Division.....                | 1095- 975 B. C. |
| 9. The Kingdom of Israel.....  | 975- 722 B. C.  |
| 10. The Kingdom of Judah.....  | 975- 587 B. C.  |
| 11. Destruction of Judah to the Close<br>of Old Testament History..... | 587- 400 B. C.  |
| 12. The Interval between the Old and<br>New Testaments.....            | 400- 4 B. C.    |

#### PERIOD I.— CREATION TO THE FLOOD.

TIME LIMITS.—4004-2348 B. C.

BIBLE SECTION.—Genesis, chapters 1 to 5 inclusive.

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I. CREATION.

1. *Work of the First Cycle.*
  - a. Light.
  - b. Naming the light *day*, and the darkness *night*.
2. *Work of the Second Cycle.*
  - a. Separation of the waters above from the waters below.
  - b. The naming of the firmament *heaven*.
3. *Work of the Third Cycle.*
  - a. The waters under the heaven are gathered together and called *seas*.
  - b. Appearing and naming of the dry land the *earth*.
  - c. Appearance of vegetation — grass, herbs, and trees.
4. *Work of the Fourth Cycle.*
  - a. Appearance of the heavenly bodies.<sup>1</sup>
  - b. The appointments of the two lights.
    - (1.) To divide the times — days, seasons, years.
    - (2.) To light the earth.
5. *Work of the Fifth Cycle.*
  - a. The earth brings forth all manner of fish and fowl.
  - b. Blessing of this first animal life.
6. *Work of the Sixth Cycle.*
  - a. The earth brings forth all manner of land creatures.

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<sup>1</sup> Because of the clearing of the atmosphere. Another very probable theory is that at this time occurred the inclination of the earth's axis to the plane of its orbit, thus producing seasons, and days and nights of unequal length.

- b. God creates man.
  - (1.) In the image of God.
  - (2.) Male and female.
  - (3.) Blesses them and commands them to people the earth.
  - (4.) Grants them dominion over all the earth.
- 7. *Work of the Seventh Cycle.*
  - a. Creation ended ; providence continued.
  - b. God sanctifies the seventh day.

## II. PRIMITIVE MAN.

- 1. *In the Garden of Eden.*
  - a. *Physical* development — caring for the garden.
  - b. *Mental* development — naming of the animal creation.
  - c. *Spiritual* development — test of obedience required.
- 2. *The Temptation and Fall.*
  - a. Eve tempted, through false promises, to disobey God.
  - b. Eve yields and tempts Adam, who also yields.
  - c. Their shame and mutual recrimination when questioned by God.
- 3. *The Consequences of the Sin.*
  - a. To the *Serpent* (symbolizing Satan.)
    - (1.) Degradation.
    - (2.) Final defeat.
  - b. To *Eve*.
    - (1.) Sorrow in childbirth.
    - (2.) Subjection to husband.
  - c. To *Adam*.

- (1.) Necessity of hard toil.
- d. To *Adam* and *Eve* together.
  - (1.) Physical death.
  - (2.) Expulsion from the garden.

### III. FALLEN MAN. .

1. *The First Children.*
  - a. Cain — a farmer.
  - b. Abel — a shepherd.
2. *The First Sacrifice.*
  - a. Cain's, of the fruit of the land. Rejected through sin.
  - b. Abel's, of the flock. Accepted through faith.  
See Heb. 11 : 4.
3. *The First Murder and its Punishment.*
  - a. Sin charged against Cain.
  - b. In jealous wrath Cain slays Abel.
  - c. Cain's punishment.
    - (1.) Cursed of God.
    - (2.) Condemned to be a fugitive on the earth.
    - (3.) A mark set upon him to save his life.
4. *The Origin of the Arts.*
  - a. Jubal (son of Lamech) — a musician.
  - b. Tubal Cain (son of Lamech) — a worker in brass and iron.
5. *The Heir of Promise.*
  - a. The birth of Seth.
  - b. Men call upon the name of the Lord.
  - c. Line of descent from Seth : *Seth*, *Enos*, *Cainan*, *Mahalaleel*, *Jared*, *Enoch*, *Methuselah*, *Lamech*, *Noah*.

## QUESTIONS FOR REVIEW.

1. Name the twelve periods of Old Testament history.
2. Give the dates of the beginning and ending of each period.
3. In the Creation Period, what was the work of the first cycle?
4. In the Creation Period, what was the work of the second and third cycles?
5. In the Creation Period, what was the work of the fourth and fifth cycles?
6. In the Creation Period, what was the work of the sixth and seventh cycles?
7. What were the consequences to Adam and Eve of the temptation and fall?
8. How was the first murder punished?
9. Who originated some of the arts?
10. Who was the heir of promise given to Adam and Eve?



## IX.

### OLD TESTAMENT HISTORY.

PERIOD II.—FLOOD TO THE CALL OF ABRAM.

TIME LIMITS.—2348–1921 B. C.

BIBLE SECTION.—Genesis, chapter 6 to 9:9.

#### I. CONDITION OF THE WORLD.

1. Unholy alliances made.
2. Time for repentance shortened to one hundred and twenty years.
3. Great wickedness throughout the world.
4. The noteworthy exception—Noah and his family.

#### II. THE JUDGMENT OF GOD.

1. Destruction of animal life by a flood.
2. Noah and family to be saved.

#### III. THE ARK.

1. *Dimensions*: 300 cubits long by fifty cubits broad, by thirty cubits high; three stories.
2. *Contents*.
  - a. Noah, Shem, Ham, and Japheth, and their wives.
  - b. Clean beasts by sevens; the unclean by twos; the fowls of the air by sevens.

#### IV. THE FLOOD.

1. The continuance for forty days of rain and floods.
2. At the end of 150 days (including the forty days

mentioned in the above), the Ark rests on the mountains.

3. At the end of one year and ten days Noah is commanded to go forth.

#### V. THE SECOND BEGINNING.

1. Noah offers a sacrifice to God.
2. The sacrifice accepted, and a divine promise given.
3. Noah blessed of God and given dominion over the earth.
4. Animal food granted to him.
5. Capital punishment established.
6. The everlasting covenant established.
  - a. Never again a flood to destroy the earth.
  - b. The token of nature — the bow.

#### VI. NOAH'S PROPHECY.

1. Concerning *Canaan* — servitude.
2. Concerning *Shem* — Jehovah his God. To be the recipient of divine revelations.
3. Concerning *Japheth* — prosperity and a share in Shem's spiritual blessings.

#### VII. THE REPEOPLING OF THE EARTH — GENERAL STATEMENT.

1. *Territory of the Sons of Japheth.*
  - a. Parts of Europe on the Mediterranean Sea.
  - b. Asia Minor.
  - c. Armenia.
2. *Territory of the Sons of Ham.*
  - a. The Arabian peninsula.
  - b. Northern part of Africa.
  - c. Parts of Palestine.

3. *Territory of the Sons of Shem.*
  - a. Elam, Babylonia, Assyria, and Mesopotamia.
  - b. Parts of Asia Minor and Syria.

### VIII. THE DISPERSION.

1. One language spoken throughout the earth.
2. *The Tower of Babel.*
  - a. Built in land of Shinar. (Babylonia?)
  - b. *Object.*
    - (1.) To provide against a second flood. (?)
    - (2.) To check any tendency to separation by establishing national headquarters—city and building. “Let us make us a name.” (?)
    - (3.) Some suppose this was a temple for the worship of their gods.
3. Language confused and the people scattered.

### QUESTIONS FOR REVIEW.

1. What was the condition of the world in Noah's time?
2. What great judgment was pronounced by God upon the people?
3. Describe the ark.
4. How many were saved in the ark? Give their names.
5. How long did the flood continue?
6. How long were Noah and the others in the ark?
7. On coming forth from the ark, what was Noah's first work?
8. What was Noah's prophecy concerning Canaan? Concerning Shem? Concerning Japheth?
9. What parts of the world were peopled by the descendants of Shem? By those of Ham? By those of Japheth?
10. What was the cause of the confusion of tongues and the dispersion of the people?

## X.

### OLD TESTAMENT HISTORY.

#### PERIOD III.—CALL OF ABRAM TO THE DESCENT INTO EGYPT.

TIME LIMITS.—1921–1706 B. C.

BIBLE SECTION.—Gen. 11:9 to 45, inclusive.

##### I. THE FIRST CALL.

1. *Persons* — Terah, Abram, Sarai, Lot, and probably others. See Gen 24:10.
2. *Journey*, from Ur of the Chaldees to Haran in Mesopotamia.

##### II. THE SECOND CALL.

1. *Persons* — Abram, Sarai, Lot, and their households.
2. *God's Promise*.
  - a. Abram's descendants to be a great nation.
  - b. The blessing and protection of God.
  - c. Through him the blessing of the world.
3. *Journey* from Haran to Shechem in Canaan. The promise here renewed.

##### III. ABRAM'S JOURNEYS.

1. From Shechem to Bethel. An altar set up.
2. From Bethel to the south country.
3. From the south country to Egypt because of famine.

4. *In Egypt.*

- a. Deception concerning Sarai.
- b. Riches acquired in the land.
- c. The plagues on Pharaoh's house.
- d. Sarai returns to Abram, and they depart from Egypt.

5. Returns to Bethel and offers sacrifice.

IV. THE SEPARATION OF ABRAM AND LOT.

1. *The Cause.*

- a. Great riches of the two.
- b. Strife between the herdmen.

2. *The Choice.*

- a. Lot chooses the plain of the Jordan.
- b. Abram takes the land of Canaan (probably the "hill country").

3. The promise renewed, and Abram journeys to Hebron.

V. THE CAPTURE OF LOT.

- 1. War between the four kings of the North and the five kings of the South.
- 2. Defeat of the five kings and the capture of Lot.
- 3. Abram's pursuit of the victors, their defeat, and the return of Lot.
- 4. At Salem Abram receives the blessing of Melchizedek.

VI. ABRAM'S VISION.

- 1. A son promised.
- 2. Abram's seed to be as numberless as the stars.
- 3. The promise received by Abram in faith.
- 4. The revelation of the 400 years' bondage, and of the future prosperity of Israel.

## VII. THE LORD'S APPEARANCE TO ABRAM.

1. The covenant renewed.
2. *The Change of Names.*
  - a. Abram to Abraham.
  - b. Sarai to Sarah.
3. Rite of circumcision established.

## VIII. DESTRUCTION OF SODOM AND GOMORRAH.

1. *Abraham's Three Visitors.*
  - a. Promise a son to Sarah.
  - b. Announce the destruction of the two cities.
2. Abraham pleads with God for the cities.
3. *Two Angels Visit Sodom.*
  - a. Entertained by Lot.
  - b. Assaulted by the Sodomites.
  - c. Smite the Sodomites with blindness.
  - d. Warn Lot of his danger.
4. *Destruction of the Cities.*
  - a. Lot with his wife and daughters escapes.
  - b. Penalty of disobedience visited upon Lot's wife.
  - c. The cities destroyed by fire and brimstone.

## IX. ABRAHAM'S LATER LIFE.

1. *Son of Promise Born.*
  - a. Naming of the child Isaac.
  - b. Circumcision when eight days old.
  - c. The rejoicing of Sarah.
  - d. The growth of the child.
2. *The Offering of Isaac.*
  - a. Purpose — to prove Abraham.
  - b. Place — probably Mt. Moriah.
  - c. The heart sacrifice made ; the actual sacrifice averted by substitution.

3. Death of Sarah, and her burial in the Cave of Machpelah.
4. Death of Abraham, and his burial in the Cave of Machpelah by his two sons, Isaac and Ishmael.

QUESTIONS FOR REVIEW.

1. From what place was Abram first called?
2. What promise was given him upon his leaving Haran?
3. Describe his journey from Haran to Egypt.
4. Why did Abram and Lot separate?
5. Describe the capture and rescue of Lot.
6. At this time what promise was given to Abram?
7. To what was his name changed, and what did the change signify?
8. Why were Sodom and Gomorrah destroyed?
9. Who was the son of promise born to Abraham?
10. Describe the great sacrifice of Abraham. Where was Abraham buried?

## XI.

### OLD TESTAMENT HISTORY.

#### PERIOD III.—CALL OF ABRAM TO THE DESCENT INTO EGYPT.—CONTINUED.

#### X. THE LIFE OF ISAAC.

1. *His Marriage.*
  - a. The servant's errand to Mesopotamia.
  - b. Meets Rebekah and asks her in marriage for Isaac.
  - c. The return and meeting of Isaac and Rebekah.
2. *His Sons.*
  - a. Esau, a cunning hunter.
  - b. Jacob, dwelling in tents.
  - c. Esau sells his birthright to Jacob.
3. *His Blessing.*
  - a. Intended for his eldest son, Esau.
  - b. Isaac deceived by Rebekah and Jacob, and the blessing given to Jacob.
  - c. Esau's evil purpose becomes known, and Jacob flees into Mesopotamia.
4. His death and burial at Hebron by his sons Esau and Jacob. See Gen. 35 : 28, 29.

#### XI. THE LIFE OF JACOB.

1. *The Journey to Haran.*
  - a. Vision and vow at Bethel.
  - b. Setting up of the memorial.



2. *Life in Haran.*

- a. Serves seven years for Rachel, but is deceived by Laban, who gives him Leah.
- b. Serves a second seven years for Rachel.
- c. Displays great shrewdness and becomes wealthy in the service of Laban.

3. *Flight from Haran.*

- a. Leaves with all his possessions.
- b. Pursued and overtaken by Laban, and accused of theft.
- c. A covenant of peace made between them.

4. *The Meeting with Esau.*

- a. Report received of Esau's coming with four hundred men.
- b. Jacob divides the people and flocks into two bands.
- c. His prayer to God for deliverance.
- d. A present sent to Esau.
- e. Jacob wrestles with the angel at Peniel and has his name changed to *Israel*.
- f. The peaceful meeting of the two brothers.

5. *Jacob at Shechem.*

- a. Dinah disgraced, and the city despoiled in revenge.
- b. All strange gods put away.
- c. The departure for Bethel.

6. *Jacob at Bethel.*

- a. Altar erected.
- b. Deborah dies.
- c. The promise renewed.
- d. Birth of Benjamin and death of Rachel on the way to Ephrath.

## XII. THE LIFE OF JOSEPH.

1. His two dreams and the hatred they engendered.
2. His sale to the Midianites.
3. *His Rise in Power in Egypt.*
  - a. Appointed overseer of Potiphar's house.
  - b. Accused by Potiphar's wife, and imprisoned.
  - c. In prison interprets the dreams of the king's butler and baker.
  - d. Called from prison to interpret Pharaoh's dream.
  - e. Interprets the dreams and is made next to the king in power.
  - f. His wise preparation for the predicted famine.
4. *His Ten Brothers in Egypt.*
  - a. Sent by Jacob for food.
  - b. Roughly received by Joseph, and accused of being spies.
  - c. The brothers return to Jacob, leaving Simeon as a hostage.
5. Return of the brothers to Egypt.
  - a. Benjamin returns with the brothers.
  - b. Kindly received and feasted by Joseph.
  - c. The accusation against Benjamin, and Judah's plea for him.
  - d. Joseph reveals himself to his brethren.
  - e. Arrangements made for Jacob and his house to dwell in Egypt.

## QUESTIONS FOR REVIEW.

1. Whom did Isaac marry? Name his two great sons.
2. How did Jacob get his father's blessing?
3. What were some of the results to Jacob of this deception?
4. Whom did Jacob marry?

5. How was he deceived by Laban?
6. What was his condition when he left Haran?
7. Why did he dread the meeting with Esau? What was the outcome of this meeting?
8. What events led up to the sale of Joseph into slavery?
9. What brought Joseph to the notice of Pharaoh?
10. How did Joseph when in power show the spirit of Christ?

## XII.

### OLD TESTAMENT HISTORY.

PERIOD IV.—DESCENT INTO EGYPT TO THE EXODUS.

TIME LIMITS.—1706–1491 B. C.

BIBLE SECTION.—Genesis, chapters 46–50, to Exodus, chapter 10, inclusive.

#### I. ISRAEL'S JOURNEY TO EGYPT.

##### 1. *At Beersheba.*

*a.* Sacrifices offered.

*b.* Renewed promise concerning :—

(1.) The new nation.

(2.) God's abiding presence.

(3.) The return to Canaan.

##### 2. *Numbers who Went Down.* See Gen. 46 : 26, 27 ; Acts 7 : 14.

*a.* Seventy, including Jacob, Joseph, Manasseh, Ephraim.

*b.* Seventy-five, including the sons and grandsons of Manasseh and Ephraim.

##### 3. The meeting of father and son.

#### II. ISRAEL IN EGYPT.

##### 1. *Pharaoh and the Israelites.*

*a.* Receives five of Joseph's brethren.

*b.* Grants to the Israelites the land of Goshen.

*c.* Selects some for his head shepherds.

*d.* Receives Israel's blessing.

2. *Joseph's Dealings with the Egyptians.*

a. Gives corn in exchange for —

(1.) Money.

(2.) Cattle.

(3.) Land.

b. Restores land and requires one fifth part of the produce as rental.

III. LAST DAYS OF ISRAEL.

1. He blesses Joseph's sons, giving precedence to Ephraim.

2. He prophesies concerning his twelve sons.

3. *His Death.*

a. The embalming.

b. The days of mourning.

c. The funeral procession to Canaan.

d. Burial in the Cave of Machpelah.

IV. LAST DAYS OF JOSEPH.

1. Reassures his brethren after the death of Israel.

2. Prophecies concerning the return to Canaan.

3. Binds his brethren to bury him in Canaan.

4. *His Death.*

a. His age — 110 years.

b. The embalming.

c. Body kept in Egypt.

V. THE AFFLICTIONS OF THE ISRAELITES.

1. Begin with a change of kings.

2. Caused by fear of their growing numbers.

3. Extremely rigorous.

VI. EARLY LIFE OF MOSES.

1. *Birth, Preservation, Training.*

a. Parents of the tribe of Levi.



- (7.) Hail.
- (8.) Darkness.
- (9.) Locusts.

*Note.*— Notice is given to Pharaoh of the first two of each triad.

b. The result — Pharaoh still obstinate.

#### QUESTIONS FOR REVIEW.

1. How many of the house of Jacob went down into Egypt?
2. How was Israel received in Egypt?
3. What was peculiar about Israel's blessing of Joseph's two sons?
4. When about to die, what promise did Joseph exact from his brethren?
5. What caused the change in the condition of the Israelites in Egypt?
6. Name the parents of Moses.
7. How many years did Moses spend at the Egyptian court, and why did he leave it?
8. In Midian, what great revelation was made to him?
9. What great work was given him, and who was called to be associated with him in the work?
10. What was the result of the first demand upon Pharaoh? Name the first nine plagues.

### XIII.

## OLD TESTAMENT HISTORY.

PERIOD V.—EXODUS TO THE CROSSING OF THE  
JORDAN.

TIME LIMITS.—1491-1451 B. C.

BIBLE SECTION.—Exodus 11 to Joshua. From Egypt to  
Sinai.

BIBLE SECTION.—Exodus 11 to 18 inclusive.

#### I. THE EXODUS.

1. *God's Last Message to Pharaoh.*
  - a. Death of all the first-born.
  - b. Israel alone exempt from the plague.
  - c. Result, Pharaoh's obedience.
2. *The Institution of the Passover.*
  - a. The time: first month, 10th day — the preparation; first month, 14th day — the celebration.
  - b. The disposal of a portion of the lamb's blood on the door-posts of the house.
    - (1.) Significance: a token — God will pass over the Israelites.
  - c. The Passover meal.
    - (1.) Lamb, roasted; unleavened bread; bitter herbs.
    - (2.) Eaten in haste; prepared for a journey.
3. *The Infliction of the Last Plague.*
  - a. All included.



- b. Pharaoh's command to Moses and Aaron: "Go."
  - c. The people's urging.
- 4. *The Departure of the Israelites.*
  - a. They borrow from the Egyptians, who favor them.
  - b. Their number—600,000 men, besides women and children.

## II. FROM RAMESES TO THE SEA.

- 1. *Religious Ceremonies Instituted.*
  - a. Sanctification of the first-born.
  - b. The Passover memorial celebration, a yearly festival of seven days.
- 2. *The Route and Guide.*
  - a. Through the way of the wilderness.
    - (1.) From Rameses to Succoth.
    - (2.) To Etham.
    - (3.) To the camp before the Sea.
  - b. The pillar of cloud and fire.
  - c. Pharaoh's pursuit with 600 chariots.

## III. THE CROSSING OF THE RED SEA.

- 1. The Israelites fear and complain to Moses.
- 2. Moses assures them of deliverance.
- 3. Protection afforded by the cloud: darkness to the Egyptians, light to the Israelites.
- 4. *The Dividing of the Waters.*
  - a. God's command to Moses.
  - b. The east wind drives back the waters.
- 5. *The Crossing.*
  - a. Israelites pass over in safety.
  - b. Egyptians totally destroyed.
- 6. *Results.*
  - a. The Israelites' belief strengthened.

b. Moses' song of praise.

#### IV. FROM THE RED SEA TO MT. SINAI.

1. *At Marah.*

a. Bitter waters made sweet.

b. God covenants with the people.

2. By the waters of Elam.

3. *In the Wilderness of Sin.*

a. Murmuring of the people.

b. God's answer.

(1.) Quails given.

(2.) Manna given. Some preserved in the Ark.

Heb. 9: 4.

4. *At Rephidim.*

a. The people murmur for water.

b. God's answer — water from the smitten rock.

c. The defeat of Amalek, and God's judgment upon the nation.

d. Jethro's advice concerning the government of the Israelites. The advice accepted and acted upon by Moses.

#### QUESTIONS FOR REVIEW.

1. What was the last and greatest plague?
2. When was the Passover to be celebrated?
3. What was the Passover meal, and what does it signify?
4. How many went up from Egypt to Canaan?
5. What route did the Israelites follow, and who was their guide?
6. Into what difficulty did they get at Pi-hahiroth?
7. How were they delivered?
8. What happened to the Israelites at Marah?
9. What happened to them in the wilderness of Zin?
10. What two events happened to them at Rephidim.

## XIV.

### OLD TESTAMENT HISTORY.

PERIOD V. — EXODUS TO THE CROSSING OF THE JORDAN.  
— CONTINUED.

TIME LIMITS.—1491–1451 B. C.

BIBLE SECTION.—Exodus 11, to Joshua. *At Sinai.*

BIBLE SECTION.—Exodus 19–40 inclusive ; Numbers  
1–10 : 10.

#### V. THE GIVING OF THE LAW.

1. Jehovah appears to Moses in the mount.
2. *The Covenant between God and the People.*
  - a. God's part, Ye shall be —
    - (1.) A peculiar treasure.
    - (2.) A kingdom of priests.
    - (3.) A holy nation.
  - b. Israel's part—obedience to God's word.
3. *The Ten Commandments Given.*
  - a. The thunderings and lightnings ; smoke and fire ; quaking of the mount.
  - b. The people gather around the mount.
  - c. The bounds set around the mount.
  - d. The words of the Law spoken directly to the people by God himself.
  - e. The people fear greatly and ask Moses to be a mediator between them and God.

## VI. MOSES IN THE MOUNT WITH GOD.

1. Civil laws given to Moses for the people.
2. Ceremonial and sacrificial laws given. (The feasts will be studied in a subsequent lesson on the "Institutions of the Bible.")
3. *These Laws Presented to the People.*
  - a. Moses writes them in a book.
  - b. An altar erected and sacrifices offered thereon.
  - c. The covenant sealed with blood of the sacrifices.
4. God appears to Moses, Aaron, Nadab, and Abihu, and seventy of the elders of Israel.

## VII. MOSES FORTY DAYS AND FORTY NIGHTS IN THE MOUNT.

1. The command given to Moses that the people bring an offering for a sanctuary.
2. Moses receives the plans for this sanctuary and its contents. (The Tabernacle and its contents will be studied in a later lesson on the "Institutions of the Bible.")
3. Moses receives the "Law" written by God upon two tables of stone.

## VIII. THE GREAT SIN OF THE PEOPLE.

1. Their idolatry.
  - a. The people's demand — "Make us gods."
  - b. Aaron yields and fashions a golden calf.
  - c. The people worship the calf.
2. God's wrath and Moses' prayer for the people's pardon.
3. Moses with the people.
  - a. Breaks the two tables of stone.
  - b. Destroys the calf and sharply rebukes Aaron.

- c. Gathers the sons of Levi to himself, and they destroy three thousand of the people.

IX. MOSES AGAIN IN THE MOUNT WITH THE LORD.

1. God's glory revealed to Moses.
2. Various commands given him for the people.
3. The two tables of the "Law" replaced.
4. Moses' face shines on his return from the mount.

X. THE TABERNACLE SET UP.

1. Time — first month, first day, second year.
2. The cloud covers the tent.
3. The glory of the Lord fills the tent.
4. The movements of the cloud the signal for the encamping or for journeying.
5. The order of encampment about the Tabernacle.

XI. THE CARE OF THE TABERNACLE.

1. The Levites substituted for the first-born for the Lord's service.
2. The work of the Levites assigned.

• QUESTIONS FOR REVIEW.

1. By whom was the Law given?
2. What was the effect upon the people of the manifestations accompanying the giving of the Law?
3. How were the civil and ceremonial laws given to the people?
4. Into what covenant did the people enter at this time?
5. What was given to Moses during his forty days and nights in the mount with God?
6. Into what great sin did the people fall during Moses' absence?
7. How was God's wrath averted?
8. How were the people punished for this great sin?
9. When was the tabernacle completed and set up?
10. Who were appointed to care for the tabernacle?

## XV.

### OLD TESTAMENT HISTORY.

PERIOD V.—EXODUS TO THE CROSSING OF THE JORDAN.—  
CONCLUDED.

TIME LIMITS.—1491-1451 B. C.

BIBLE SECTION.—Exodus 11 to Joshua. *From Sinai to the Jordan.*

BIBLE SECTION.—Num. 10 : 11 to 36 : 13, and the book of Deuteronomy.

#### XII. THE DEPARTURE FROM SINAI.

1. Time — second month, twentieth day, second year.
2. Order of march — by tribes, Judah leading.

#### XIII. AT TABERAH.

1. Fire from Jehovah consumes many.
2. The people murmur for flesh. Moses prays to God.
3. Quails sent in abundance, and the plague brought upon the people in consequence of their murmuring.

#### XIV. AT HAZEROTH.

1. Miriam and Aaron speak against Moses.
2. God's testimony to Moses and his punishment of Miriam.
3. Moses' prayer and Miriam's forgiveness and cleansing.

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XV. IN THE WILDERNESS OF PARAN.

1. Twelve spies sent to search out the land.
2. *Their Return After Forty Days, and their Reports.*
  - a. The majority report, —
    - (1.) A good land.
    - (2.) People are giants. Cities are walled.
    - (3.) We are not able to possess the land.
  - b. The minority report, —
    - (1.) A good land.
    - (2.) The Lord is with us.
    - (3.) Let us go up and possess it.
3. The people murmur against God and are condemned to wander forty years in the wilderness.

## XVI. THE REBELLION OF KORAH AND OTHERS.

1. The leaders with two hundred and fifty princes are jealous of Moses' and Aaron's power — priestly and political.
2. The testing before the Lord.
  - a. All the congregation gather before the Lord.
  - b. Korah and his hosts are separated from the others.
  - c. The earth opens and swallows up Korah and his allies.
  - d. Fire from the Lord consumes the two hundred and fifty princes.

## XVII. IN THE WILDERNESS OF SIN..

1. Death and burial of Miriam.
2. The people murmur for water.
3. The sin of Moses and Aaron in connection with the bringing forth of the water from the rock, and their punishment.

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XVIII. THE JOURNEY TO CANAAN, after the thirty-eight years of wandering.

1. Moses requests passage through the country of the Edomites. The request refused.
2. At Mt. Hor Aaron dies and is buried.
3. At Hormah Moses destroys the Canaanites.
4. Discouragement of the people in the long journey around Edem.
  - a. They murmur and are punished by fiery serpents.
  - b. Moses sets a serpent upon a pole. Those who look are cured of the bites.
5. The encampment beyond the Arnon River.

XIX. BEFORE JORDAN.

1. Victory over Sihon, King of the Amorites
2. Victory over Og, King of Bashan.
3. *Story of Balaam, and Balak, the King of the Moabites.*
  - a. Balak's message to Balaam, "Come and curse the people."
  - b. God's message to Balaam, who blesses the Israelites instead of cursing them.
4. The allotment of land on the east of the Jordan to Reuben, Gad, and half of the tribe of Manasseh.
5. Moses' review of the dealings of God with his people Israel. (The book of Deuteronomy.)
6. Moses' death and burial on Mt. Pisgah.

QUESTIONS FOR REVIEW.

1. What plague is brought upon the people at Taberah? Why is it brought?
2. What was Miriam's punishment for speaking against Moses?



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3. What was the majority report of the spies sent out to view the land of Canaan ?
  4. What was the minority report of the spies sent out to view the land of Canaan ?
  5. How did the people receive the reports ?
  6. What sentence was passed upon them by God ?
  7. What was the cause of the rebellion of Korah and his allies ?
  8. Where did the death and burial of Miriam occur ? Of Aaron ?
  9. On the east of the Jordan what great victories did Moses gain ?
  10. Where and by whom was Moses buried ?

## XVI.

### OLD TESTAMENT HISTORY.

PERIOD VI.—CROSSING OF THE JORDAN TO THE APPOINTMENT OF THE JUDGES.

TIME LIMITS.—1451–1400 B. C.

BIBLE SECTION.—Joshua 1–24.

#### I. BEFORE THE JORDAN.

##### 1. *Joshua the Leader.*

- a. Appointed by God.
- b. Encouraged and sustained by God.
- c. Sends spies to view the land.
  - (1.) Spies saved by Rahab.
  - (2.) Their promise to Rahab.
  - (3.) Their report to Joshua.

##### 2. *The Crossing of the Jordan.*

- a. Preliminary announcements.
  - (1.) The ark to lead, separated by a space of two thousand cubits from the people as they cross.
  - (2.) The people to sanctify themselves.
  - (3.) Twelve men selected to set up a memorial.
- b. The miracle.
  - (1.) As the ark advances, the waters above are stopped and the waters below fail.
  - (2.) The Israelites pass over on dry ground.
  - (3.) The memorial of twelve stones set up.

## II. THE FIRST ENCAMPMENT IN CANAAN.

1. The rite of circumcision renewed.
2. The Passover kept on the fourteenth day of the month in plains of Jericho.
3. The manna ceases on the second day after the Passover.
4. *Joshua's Vision.*
  - a. Jericho given into his hand.
  - b. The manner of its taking described.

## III. THE FIRST CONQUESTS.

1. Jericho taken.
  - a. God's commands strictly obeyed.
  - b. Jericho is taken and utterly destroyed.
  - c. Rahab and her household are saved
  - d. The curse on the city's rebuilder.
2. *Ai Taken.*
  - a. The first attempt unsuccessful through Achan's sin.
  - b. Achan's sin discovered and punished.
  - c. Second attempt successful, and Ai is destroyed.

## IV. THE FIRST ALTAR.

1. Set up by Joshua in Mt. Ebal.
2. Sacrifices offered thereon.
3. The law read to all—men, women, children, and strangers.

## V. THE FIRST CAMPAIGN — in the South.

1. The Gibeonites' deceit.
  - a. They deceive Joshua as to their country.
  - b. Joshua makes a league with them without consulting the Lord.
  - c. Discovery of the deceit and its results.

2. *The Battle with the Five Kings.*

- a. The five kings make war upon Gibeon.
- b. The Gibeonites appeal for help from Joshua.
- c. The battle at Gibeon.
  - (1.) The Lord's message, "Fear them not."
  - (2.) The utter defeat of the allies.
  - (3.) The miracle of the sun and moon.
  - (4.) The five kings slain by order of Joshua.

3. *The Campaign Completed.*

- a. Joshua takes Makkedah, Libnah, Lachish, Eg-lon, Hebron, Debir.
- b. Conquest of south country from Kadesh-barnea to Gaza.

## VI. THE SECOND CAMPAIGN—in the North.

- 1. Many kings of the north combine against Joshua.
- 2. The Lord assures Joshua of complete success.
- 3. The forces meet at Merom, and Joshua is completely successful.

## VII. THE LAND ALLOTTED TO THE TRIBES. (See Lesson VI, Sec. 3.)

## VIII. JOSHUA'S LAST DAYS.

- 1. *His Parting Words.*
  - a. Recalls to Israel's mind all of God's blessings.
  - b. Exhorts them to cleave unto God.
  - c. Warns them that transgression will be followed by destruction.
- 2. He reviews God's dealings with them.
- 3. His death at the age of one hundred and ten years, and his burial in Timnath-serah in Ephraim.

QUESTIONS FOR REVIEW.

1. Who succeeded Moses as leader of the Israelites?
2. What ceremonies were observed in the crossing of the Jordan?
3. What memorial was set up?
4. What special ceremonies were observed when the people encamped for the first time in Canaan?
5. What were the first two cities captured, and how were they taken?
6. What great event took place at Mts. Ebal and Gerizim?
7. Describe the first campaign in the South.
8. Describe the second campaign in the North.
9. What were some of Joshua's parting words?
10. What was Joshua's age at the time of his death? Where was he buried?

## XVII.

### OLD TESTAMENT HISTORY.

#### PERIOD VII.—APPOINTMENT OF JUDGES TO THE ESTABLISHMENT OF THE KINGDOM.

TIME LIMITS.—1400–1095 B. C.

BIBLE SECTION.—Judges, Ruth, 1 Samuel 1–9. *The Seven Oppressions and Deliverances.*

BIBLE SECTION.—Judges, Ruth.

##### I. THE WICKEDNESS OF THE PEOPLE.

1. The people do evil in God's sight and serve Baal.
2. Because of this evil God delivers them into the hands of their enemies.
3. Upon the people's repentance, judges are raised up by God.

##### II. THE FIRST OPPRESSION — *the Mesopotamian.*

1. Israel is oppressed by Chushan-rishathaim for eight years.
2. Deliverance comes through *Othniel*, the first judge
3. The land has rest for forty years.

##### III. THE SECOND OPPRESSION — *the Moabite.*

1. Eglon, King of Moab, allies himself to the Ammonites and Amalekites, and Jericho.
2. Israel serves Eglon for eighteen years.
3. Deliverance comes through *Ehud*, the second judge.
4. The land has rest for eighty years.

IV. THE THIRD OPPRESSION — *the Philistine.*

1. Deliverance through *Shamgar*, the third judge.

V. THE FOURTH OPPRESSION — *the Canaanite.*

1. Jabin, King of Canaan, oppresses Israel for twenty years.
2. Deborah, a prophetess of Ephraim, and Barak of Naphtali, together lead the forces of Israel.
3. The Israelites rout the forces of Sisera, the captain of Jabin's forces.
4. Deborah's triumphant song.
5. The land has rest for forty years.

VI. THE FIFTH OPPRESSION — *the Midianite.*

1. The Midianites and their allies oppress Israel for seven years.
2. Israel's cry is heard, and Gideon is called to their deliverance.
  - a. The angel's visit.
  - b. The offering consumed.
  - c. Altar of Baal destroyed.
  - d. The miracles.
3. The collecting and sifting of Gideon's army.
4. The great victory of Gideon and his three hundred men.
5. The land has rest for forty years.
6. Abimelech, one of Gideon's sons, made king in Shechem, and rules for three years.

VII. THE SIXTH OPPRESSION and the intervening judges.

1. *Tola* judges Israel for twenty-three years.
2. *Jair* judges Israel for twenty-two years.
3. The Ammonites oppress Israel for eighteen years.
4. Israel repents and cries to God.

5. *Jephthah is Chosen as Leader.*

- a. His early life.
- b. Covenant with the elders of Gilead.
- c. Vow unto the Lord.
- d. Smites twenty cities and completely overcomes Ammonites.

## 6. Jephthah's judgeship continues for six years.

## VIII. THE SEVENTH OPPRESSION and the intervening judges.

1. *Ibzan* judges Israel for seven years.
2. *Elon* judges Israel for ten years.
3. *Abdon* judges Israel for eight years.
4. The Philistines oppress Israel for forty years.
5. *Samson* slays many Philistines. His imprisonment and death. The judge of Israel for twenty years.

## IX. THE BOOK OF RUTH.

1. "Gives a charming domestic incident in the midst of the dark ages of the judges." — *Price*.

## QUESTIONS FOR REVIEW.

1. After the death of Joshua and the elders, into what sin did the Israelites fall ?
2. What kind of leaders succeeded Joshua ?
3. Describe the first oppression.
4. Describe the second oppression.
5. Describe the third oppression.
6. Describe the fourth oppression.
7. Describe the fifth oppression.
8. Describe the sixth oppression.
9. Describe the seventh oppression.
10. About what is the book of Ruth ?



## XVIII.

### OLD TESTAMENT HISTORY.

PERIOD VII.—APPOINTMENT OF JUDGES TO THE ESTABLISHMENT OF THE KINGDOM.—CONTINUED.

TIME LIMITS.—1400–1095 B. C.

BIBLE SECTION.—Judges, Ruth, 1 Samuel 1–9. *From Eli and Samuel to Saul.*

BIBLE SECTION.—1 Samuel 1–9 inclusive.

#### I. THE JUDGESHIP OF ELI.

1. Elkanah and his family offer sacrifices at Shiloh.
2. *Hannah's Prayer.*
  - a. For a man-child.
  - b. Her vow unto the Lord.
  - c. Eli, the high priest, hears her and sends her away with a blessing.
  - d. Her prayer heard and answered in the birth of Samuel.
  - e. Samuel given to the Lord's service.
3. Hannah's song of thankfulness.
4. Eli's two sons.
  - a. Doing wickedly in both public and private life.
  - b. Rebuked by Eli without effect.
  - c. Their death foretold. (See chapter 2 : 34.)
5. Samuel's visions concerning Eli.
  - a. The curse on Eli's house because he restrained not his sons.

b. The iniquity not to be purged with sacrifice nor offering forever.

c. Samuel tells Eli his visions, and Eli submits to God.

6. *The War with the Philistines.*

a. The Israelites are overcome at Ebenezer.

b. The ark is brought from Shiloh and in the second battle is captured by the Philistines.

c. Eli's two sons are killed.

d. The double disaster kills Eli. His age ninety-eight years. His judgeship continued for forty years.

7. *The Ark among the Philistines.*

a. Wherever the ark abides, plagues are brought upon the people.

b. The ark is returned to the Israelites with an offering.

c. Ark is received by the men of Kirjath-jearim, and remains with them for twenty years.

II. THE JUDGESHIP OF SAMUEL.

1. *Samuel Gathers the People at Mizpeh.*

a. The people repent and turn to God.

b. Samuel prays for the people and offers sacrifice.

c. The Philistines come up to battle, but are smitten by Israel through God's help.

d. The Lord's hand is against the Philistines all the days of Samuel.

2. *Samuel as a Circuit Judge.*

a. The places visited — Bethel, Gilgal, and Mizpeh.

b. His home at Ramah.

3. *Samuel's Later Life.*

- a. His sons, who were made judges, are corrupt in their dealings with the people.
- b. The people, in consequence, demand a king.
- c. The matter taken to God by Samuel.
- d. God's answer to Samuel.
  - (1.) Harken unto the voice of the people.
  - (2.) Protest solemnly unto them.
  - (3.) Show them the manner of the king they shall receive.

4. The meeting of Samuel and Saul.

- a. Saul searches for the lost asses.
- b. The Lord's message to Samuel concerning Saul.
- c. The two meet at the gate of a city.
- d. Samuel's strange words to Saul a prophecy of the future of Saul.

QUESTIONS FOR REVIEW.

1. For what did Hannah pray?
2. How was her prayer answered?
3. What was prophesied of Eli's two sons? Why?
4. What revelations were granted to Samuel?
5. What great disaster befell the Israelites during the rule of Eli?
6. What caused Eli's death? How old was he at death? How long had he been judge?
7. How did the presence of the ark among the Philistines affect them?
8. Describe the great gathering of the people under Samuel at Mizpeh.
9. How did Samuel's sons conduct themselves?
10. What did the people demand, and how was the demand answered?

## XIX.

### OLD TESTAMENT HISTORY.

PERIOD VIII. — ESTABLISHMENT OF THE KINGDOM TO  
THE DIVISION.

TIME LIMITS. — 1095 — 975 B. C.

BIBLE SECTION. — 1 Samuel 10–31 ; 2 Samuel ; 1 Kings.  
1–11 ; 1 Chronicles 11–29 ; 2 Chronicles 1–9. *The  
Reign of Saul.*

TIME LIMITS. — 1095–1055 B. C.

BIBLE SECTION. — 1 Samuel 10–31.

#### I. THE ANOINTING AND ELECTION.

1. Saul is anointed by Samuel.
2. Three signs given in confirmation of Samuel's words.
3. Saul among the prophets.
4. At a meeting at Mizpeh called by Samuel, Saul is chosen king by lot.

#### II. THE WAR WITH THE AMMONITES AND ITS RESULTS.

1. *Nahash the Ammonite*, encamps against the people of Jabesh-gilead.
  - a. The people wish to covenant with Nahash.
  - b. Nahash is willing but imposes certain severe conditions:
  - c. The respite of seven days, and the messengers to all Israel,

2. Saul, filled with the Spirit, gathers an army of 330,000.
3. The complete defeat of the Ammonites.
4. At Gilgal the people confirm Saul as king.

### III. SAMUEL'S FAREWELL TO THE PEOPLE.

1. Testifies to the integrity of his past life.
2. Recounts God's past mercies to the people.
3. Exhorts the people to obey God and thus to receive his blessing.
4. Thunder given — a sign that God was displeased with their action in asking for a king.
5. Promises to continually pray for the people.

### IV. WAR WITH THE PHILISTINES.

1. The Philistine army encamps at Michmash.
2. Saul does not wait for Samuel but offers sacrifices at Gilgal.
3. Samuel rebukes him and prophesies concerning his rejection as king.
4. Jonathan smites a Philistine garrison, which leads to an assault by the Israelites, resulting in the final flight and defeat of the Philistines.

### V. SAUL'S OTHER WARS.

1. Saul fights against Moab, Ammon, Edom, and Zobah.
2. Commanded utterly to destroy the Amalekites.
  - a. The Amalekites are smitten.
  - b. The king, Agag, is spared, as are the best of the sheep and cattle.
  - c. Samuel the second time rebukes Saul, and again prophesies his rejection.

*d* Samuel slays Agag, and leaves Saul, not seeing him again.

3. The second war with the Philistines.

*a*. The Philistines encamp at Shochoh.

*b*. Goliath of Gath defies Israel.

*c*. David kills Goliath and delivers Israel.

*d*. David is rewarded by court favors.

VI. SAUL AND DAVID.

1. Saul is jealous of David, and seeks many times to slay him.

2. David finally leaves the court and flees to Samuel at Ramah.

3. Saul is unsuccessful in his various attempts to capture David.

VII. CLOSING EVENTS IN SAUL'S REIGN.

1. Samuel dies and all Israel mourns.

2. *The Third War with the Philistines.*

*a*. The Philistines pitch in Shunem.

*b*. Saul, not being answered by God, seeks advice from the witch at Endor.

*c*. The Philistines overcome the Israelites, and Saul's three sons are slain on Mt. Gilboa.

*d*. Saul and his armor-bearer commit suicide.

*e*. The bodies of Saul and his sons are burned and the bones buried by the men of Jabesh-gilead.

QUESTIONS FOR REVIEW.

1. Who was the first king and how was he chosen ?
2. What was the result of the war with the Ammonites under Nahash ?
3. What ceremony took place at Gilgal ?
4. Give a brief review of Samuel's farewell address ?

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5. How did God show that he was displeased with the people because of their asking for a king ?
  6. What sin did Saul commit at Michmash, and with what result ?
  7. What was the result of the war with the Philistines ?
  8. What was the occasion of Samuel's second prophecy concerning Saul ?
  9. What brought David into notice and favor at the court of Saul ?
  10. Where and how did Saul die ? How long did he reign ?

## XX.

### OLD TESTAMENT HISTORY.

PERIOD VIII.—ESTABLISHMENT OF THE KINGDOM TO  
THE DIVISION.—CONTINUED.

TIME LIMITS.—1095–975 B. C.

BIBLE SECTION.—1 Samuel 10–31 ; 2 Samuel ; 1 Kings  
1–11 ; 1 Chronicles 11–29 ; 2 Chronicles 1–9. *The  
Reign of David.*

TIME LIMITS.—1055–1015 B. C.

BIBLE SECTION.—2 Samuel ; 1 Kings 1 to 2:11 ; 1  
Chronicles 11–29.

#### I. THE ANOINTING.

1. Samuel goes to Bethlehem to David's home.
2. David is divinely designated as king.
3. Samuel anoints David and the Spirit of God comes upon him from that day forward.

#### II. DAVID KING OVER JUDAH.

1. News is brought of Saul's death. David's lament.
2. David goes to Hebron and is anointed king over Judah.
3. He reigns as king over Judah alone for seven years and six months.
4. Ish-bosheth is proclaimed king and wars with David.



5. David is successful, and Ish-bosheth and Abner are treacherously slain without David's orders or knowledge.
6. Ish-bosheth's murderers are punished with death by David.

### III. DAVID KING OVER ALL ISRAEL.

1. The elders of Israel come to Hebron and anoint David king over all Israel.
2. A great army gathers to him at Hebron.
3. With this army he captures the stronghold of Jerusalem.
4. He enters into friendly relations with Hiram, king of Tyre.
5. Marries other wives, and has sons born to him in Jerusalem.
6. Gains a number of victories over the Philistines.

### IV. THE ARK BROUGHT TO JERUSALEM.

1. *The First Attempt.*
  - a. David, after consulting with the people, decides to bring the ark to Jerusalem.
  - b. The ark is taken on an ox-cart from the house of Abinadab.
  - c. Uzza is smitten of God for touching the ark.
  - d. The ark is brought to the house of Obed-edom and remains there for three months.
2. *The Second Attempt.*
  - a. The ark is brought by the Levites from the house of Obed-edom.
  - b. It is brought with great rejoicing to Jerusalem.

### V. DAVID'S DESIRE TO BUILD A TEMPLE TO THE LORD.

1. His purpose is approved by Nathan the prophet.

2. *The Lord's Message to David through Nathan.*

- a. God's many mercies to him.
- b. David's seed shall build a temple.
- c. His kingdom to be established forever.

3. David's prayer of thanksgiving.

VI. DAVID'S WARS WITH SURROUNDING NATIONS.

- 1. Subdues the Philistines and makes Moab a tributary.
- 2. Victorious over Hadadezer of Zobah, and lays the Syrians under tribute.
- 3. The Edomites, Amalekites, and Ammonites are also tributaries.

VII. DAVID'S GREAT SIN.

- 1. Commits adultery with Bath-sheba.
- 2. Murders Uriah to conceal his sin.
- 3. Bath-sheba becomes David's wife.
- 4. Nathan rebukes David, who repents and is forgiven.
- 5. Solomon is born to David and Bath-sheba.

VIII. THE REBELLION OF ABSALOM.

- 1. The estrangement and reconciliation of David and Absalom.
  - a. Amnon sins against Tamar, Absalom's sister.
  - b. Absalom, after two years, slays Amnon.
  - c. Absalom flees from David because of this murder.
  - d. Through Joab, Absalom is brought back and forgiven.
- 2. *The Conspiracy against David.*
  - a. Absalom wins the people's hearts.

- b. He gathers his forces together at Hebron.
- c. David flees from Jerusalem.
- 3. *The Battle and its results.*
  - a. The two armies meet in Gilead.
  - b. David's special charge to his captains concerning his son Absalom.
  - c. David is victorious and Absalom is slain.
  - d. David's lament over his son, and Joab's rebuke.
  - e. The return to Jerusalem.

#### IX. CLOSING EVENTS IN DAVID'S REIGN.

- 1. David sins in numbering the people, and is punished by God through pestilence.
- 2. He gathers together material of all kinds in abundance for the building of the temple.
- 3. David and the people give large gifts for the temple.
- 4. A solemn charge given to Solomon concerning the building of the temple.
- 5. Adonijah makes an unsuccessful attempt to usurp the throne.
- 6. Solomon is proclaimed as David's successor.
- 7. The service of the house of the Lord is arranged by David.
- 8. David's death after a reign of forty years.

## QUESTIONS FOR REVIEW.

1. By whom was David anointed king?
2. How long did he reign over Judah alone? How long over all Israel?
3. What noted city does he take in the beginning of his reign?
4. What great religious event occurs during his reign?
5. What great desire did he have, and what was the outcome of this desire?
6. What nations were made tributary to him?
7. What was the cause of Absalom's rebellion?
8. What was the result of the battle between Absalom and David?
9. What provision did David make for the temple?
10. What charge concerning the temple did he give to his son Solomon?

## XXI.

### OLD TESTAMENT HISTORY.

PERIOD VIII.—ESTABLISHMENT OF THE KINGDOM TO  
THE DIVISION.—CONCLUDED.

TIME LIMITS.—1095–975 B. C.

BIBLE SECTION.—1 Samuel 10–31 ; 2 Samuel ; 1 Kings  
1–11 ; 1 Chronicles 11–29 ; 2 Chronicles 1–9. *The  
Reign of Solomon.*

TIME LIMITS.—1015–975 B. C.

BIBLE SECTION.—1 Kings 2 : 12 to 11 : 43 ; 2 Chronicles  
1–9.

#### I. SOLOMON ANOINTED KING.

1. All the princes and mighty men accept Solomon as king.
2. God is with him and blesses him.

#### II. SOLOMON AT GIBEON.

1. Offers great numbers of burnt offerings to the Lord.
- 2 *God Appears to Him.*
  - a. Solomon's request for wisdom to rule the kingdom.
  - b. Request granted, and in addition riches and honor are given.

#### III. SOLOMON'S GREAT WISDOM.

1. Universally known. 1 Kings 4 : 34.

2. In all branches of knowledge. 1 Kings 4 : 29-34.
3. Shown in his judgments. 1 Kings 3 : 16-28.
4. Shown in answering hard questions. 1 Kings 10 : 1-8.

#### IV. SOLOMON'S POLYGAMY.

1. Marries Pharaoh's daughter and builds her a palace. 1 Kings 7 : 8.
2. Takes wives from among the Moabites, Ammonites, Edomites, Zidonians, and Hittites, to the number of one thousand.

#### V. SOLOMON'S GOVERNMENT.

1. *Court Life.*
  - a. Large amount of provision needed for each day. 1 Kings 4 : 22, 23.
  - b. Twelve officers, serving one month each, have charge of furnishing this provision. 1 Kings 4 : 7 ; 4 : 27, 28.
2. *Military Establishment.*
  - a. Great numbers of horses, chariots, and horsemen.
  - b. Use of these contrary to the law. Deut. 17 : 16.
  - c. Military rule extends from the Euphrates to the land of Egypt.
3. *Commercial Relations.*
  - a. Horses, chariots, linen, etc., received from Egypt.
  - b. Building material and skilled labor from Phœnicia.
  - c. Gold, precious woods, and stones from Ophir and other places.

- d.* Spices, and other products of the East, from the traveling merchants.

## VI. SOLOMON'S BUILDING ACTIVITIES.

1. Strengthens the fortifications of the city of Jerusalem.
2. Fortifies Baalath, Gezer, Beth-horon, and the various store-cities.
3. Builds Tadmor in Syria.
4. At Jerusalem builds the temple ; also a palace for himself, and one for Pharaoh's daughter.

(The temple, its construction and services, will be the subject of a subsequent lesson.)

## VII. CLOSING EVENTS IN SOLOMON'S REIGN.

1. In his old age his heathen wives turn him to idolatry.
2. He builds altars for the idols of his various heathen wives.
3. The Lord condemns him for this, and tells him that the kingdom shall be rent, after his death, out of the hands of his son.
4. Various enemies round about give him much trouble.
5. Ahijah prophesies concerning Jeroboam and the kingdom.
  - a.* Solomon hears of the prophecy and seeks to kill Jeroboam.
  - b.* Jeroboam flees to Egypt and stays there until Solomon's death.
6. Solomon dies after a reign of forty years.

## QUESTIONS FOR REVIEW.

1. How long did Solomon reign?
2. What great revelation and promise were given him at Gibeon?
3. How was his great wisdom shown?
4. What great sin did he commit?
5. Describe Solomon's court life.
6. Describe Solomon's military establishment.
7. Describe Solomon's commercial relations.
8. What great buildings did he erect?
9. What condemnation came upon him from the Lord, and why?
10. By whom was the judgment of the Lord to be executed?



## XXII.

### OLD TESTAMENT HISTORY.

#### PERIOD IX. — THE KINGDOM OF ISRAEL.

TIME LIMITS.— 975–722 B. C.

BIBLE SECTION.—1 Kings 12–22; 2 Kings 1–17; 2 Chronicles 10–28.

#### I. THE DYNASTY OF JEROBOAM I.

1. *Jeroboam I* reigns twenty-two years. 1 Kings 14 : 20.
  - a. The Ten Tribes call Jeroboam and crown him king of Israel.
  - b. He sets up the golden calves in Dan and Bethel.
  - c. The rebuke and prophecy of the man of God.
  - d. The prophecies of Ahijah.
    - (1.) Death of Abijah, Jeroboam's son.
    - (2.) Destruction of Jeroboam's house.
    - (3.) Captivity of Israel.
2. *Nadab, Jeroboam's son*, reigns two years. 1 Kings 15 : 25.
  - a. Does evil in God's sight.
  - b. Conspired against by Baasha; is smitten at Gibbethon.

#### II. THE DYNASTY OF BAASHA.

1. *Baasha* reigns twenty-four years. 1 Kings 15 : 33.
  - a. He walks in the ways of Jeroboam.

- b.* Utterly destroys the house of Jeroboam.
  - c.* Constantly in war with Judah.
  - d.* Jehu, son of Hanani, prophesies against him.
- 2. *Elah, son of Baasha*, reigns two years. 1 Kings 16 : 8.
  - a.* Makes Israel to sin.
  - b.* Zimri, one of his captains, during a drunken row, kills him.

### III. THE DYNASTY OF ZIMRI.

- 1. *Zimri* reigns seven days. 1 Kings 16 : 15.
  - a.* Exterminates the house of Baasha.
  - b.* Israel chooses Omri as king and besieges Tirzah.
  - c.* Zimri commits suicide.

### IV. THE DYNASTY OF OMRI.

- 1. *Omri* reigns twelve years. 1 Kings 16 : 23.
  - a.* Builds Samaria, and makes it his capital.
  - b.* Reigns more wickedly than all before him.
- 2. *Ahab, Omri's son*, reigns twenty-two years. 1 Kings 16 : 29.
  - a.* Marries a heathen wife, Jezebel, and introduces Baal-worship.
  - b.* Elijah, the prophet, prophesies concerning a famine.
  - c.* A famine in the land for three years.
  - d.* The great contest on Mt. Carmel, and the destruction of the prophets of Baal.
  - e.* The covenant with Ben-hadad of Syria, and the prophet's rebuke of Ahab.
  - f.* Ahab slays Naboth in order to get his vineyard.
  - g.* The prophecy of Elijah called forth by this murder.

- (1.) At the place of Naboth's murder dogs should lick Ahab's blood.
- (2.) Evil should come upon Ahab's house.
- (3.) Jezebel should be eaten by dogs in Jezreel.
- (4.) The prophecy fulfilled. See 1 Kings 22 : 37, 38 ; 2 Kings 9 : 24-26 ; 9 : 30-37.
3. *Ahaziah, Ahab's son*, reigns two years. 1 Kings 22 : 51.
  - a. Does evil in God's sight and serves Baal
  - b. In his sickness he sends messengers to enquire of Baal-zebub, the god of Ekron.
  - c. Elijah comes to him and foretells his death.
4. *Jehoram, Ahab's son*, reigns twelve years. 2 Kings 3 : 1.
  - a. Does evil, but does not serve Baal.
  - b. Allies himself with Jehoshaphat of Judah, and smites the Moabites.
  - c. The Syrians besiege Samaria ; great famine ; Elisha's prophecy, and its fulfillment.
  - d. Jehoram is slain by Jehu and cast into Naboth's field.

#### V. PROPHETS IN ISRAEL DURING THESE REIGNS.

1. Ahijah the Shilonite. 1 Kings 11 : 29, 30.
2. Two unknown prophets. 1 Kings 13 : 1, 11.
3. Jehu, son of Hanani. 1 Kings 16 : 1.
4. Elijah, Obadiah, and several unknown prophets. 1 Kings 17 : 1.
5. Elisha. 2 Kings 2 : 1-25.

## QUESTIONS FOR REVIEW.

1. How many kings in the dynasty of Jeroboam 1 ?
2. What kind of a king was Jeroboam 1 ?
3. What did Ahijah prophesy concerning him ?
4. How many kings in the dynasty of Baasha ?
5. Who was Zimri, and how long did he reign ?
6. Name the kings of the house of Omri.
7. What great city did Omri build ?
8. What special evil did Ahab introduce into Israel ?
9. What was the prophecy of Elijah concerning Ahab, and how was it fulfilled ?
10. Name three great prophets of these times.

## XXIII.

### OLD TESTAMENT HISTORY.

PERIOD IX.—THE KINGDOM OF ISRAEL.—CONTINUED.

TIME LIMITS.—975–722 B. C.

BIBLE SECTION.—1 Kings 12–22 ; 2 Kings 1–17 ; 2 Chronicles 10–28.

#### VI. THE DYNASTY OF JEHU.

1. *Jehu* reigns twenty-eight years. 2 Kings 10 : 36.
  - a. Elisha sends a prophet to Ramoth-gilead to anoint him king over Israel.
  - b. He is anointed by the prophet, and proclaimed by the army.
  - c. Murders Jehoram of Israel and Ahaziah of Judah.
  - d. Utterly destroys the house of Ahab.
  - e. Destroys the pillar and house of Baal, and slays the prophets and worshipers of Baal.
  - f. God promises the kingdom to Jehu for four generations.
2. *Jehoahaz, son of Jehu*, reigns seventeen years. 2 Kings 13 : 1.
  - a. Follows in the evil ways of Jeroboam.
  - b. Israel is delivered into the hands of the Syrians.
  - c. Jehoahaz prays, God hears, and delivers Israel from the Syrians, but in a weakened condition.

3. *Jehoash, son of Jehoahaz*, reigns sixteen years.  
2 Kings 13 : 10.
  - a. The visit to Elisha's death-bed.
    - (1.) The significant shooting of the arrows.
    - (2.) The prophecy of Elisha.
  - b. Elisha's prophecy fulfilled by Jehoash gaining three victories over the Syrians.
  - c. He battles with Amaziah of Judah, captures and spoils Jerusalem, and breaks down its walls.
4. *Jeroboam II, son of Jehoash*, reigns forty-one years.  
2 Kings 14 : 23.
  - a. Does evil in the sight of the Lord.
  - b. Restores the borders of Israel from the "entering in of Hamath" to the Dead Sea.
  - c. Recovers Damascus and Hamath.
  - d. All this in accordance with Jonah's prophecy.
5. *Zachariah, son of Jeroboam II*, reigns six months.  
2 Kings 15 : 8.
  - a. Does evil as his fathers had done.
  - b. Conspired against and smitten by Shallum.
  - c. God's promise to Jehu fulfilled. 2 Kings 10 : 30.

#### VII. THE DYNASTY OF SHALLUM.

1. *Shallum* reigns one month. 2 Kings 15 : 13.
  - a. After a reign of one month he is slain by Menahem.

#### VIII. THE DYNASTY OF MENAHEM.

1. *Menahem* reigns ten years. 2 Kings 15 : 17.
  - a. Does evil in God's sight, following in the ways of Jeroboam.

- b.* Becomes tributary to Pul, king of Assyria.
- c.* Taxes the people to pay the tribute money.
- 2. *Pekahiah, son of Menahem*, reigns two years.  
2 Kings 15 : 23.
- a.* Does evil in God's sight after the manner of Jeroboam.
- b.* Is slain by Pekah, one of his captains.

#### IX. THE DYNASTY OF PEKAH.

- 1. *Pekah* reigns twenty years. 2 Kings 15 : 27.
- a.* Does evil in God's sight.
- b.* Tiglath-pilezer, king of Assyria, captures many cities of Naphtali, and carries the people into captivity.
- c.* Pekah combines with Rezin of Syria against Judah.
- d.* Is conspired against and slain by Hoshea.

#### X. THE DYNASTY OF HOSHEA.

- 1. *Hoshea* reigns nine years. 2 Kings 17 : 1.
- a.* Becomes a tributary of Shalmanezzer of Assyria.
- b.* Attempts to league with So, king of Egypt, against Shalmanezzer, and is imprisoned by the latter.
- c.* Shalmanezzer besieges Samaria.
- d.* Samaria is taken after a three years' siege, by Sargon, the successor of Shalmanezzer.
- e.* The people are carried into captivity, and other nations are brought in to settle the land.

#### XI. PROPHETS DURING THESE REIGNS.

- 1. *Jonah*. 2 Kings 14 : 25.
- 2. *Hosea and Amos*. Hosea 1 : 1 ; Amos 1 : 1.

3. Oded. 2 Chronicles 28 : 9.
4. Isaiah and Micah. Isa. 1 : 1 ; Micah 1 : 1.

QUESTIONS FOR REVIEW.

1. Who anointed Jehu as king over Israel?
2. What good thing did Jehu do?
3. How did God reward him for this action?
4. What significant prophecy was given by Elisha to Jehoash ?  
How was it fulfilled?
5. Under what king of Israel was much of its former glory  
and extent restored?
6. During Menahem's reign to what country and king was  
Israel tributary?
7. During whose reign did the first captivity occur?
8. What king besieged Samaria?
9. By whom and when was Samaria taken?
10. Name three prophets of these times.



## XXIV.

### OLD TESTAMENT HISTORY.

#### PERIOD X. — THE KINGDOM OF JUDAH.

TIME LIMITS.— 957–587 B. C.

BIBLE SECTION.— 1 Kings 12–22 ; 2 Kings ; 2 Chronicles 10–36.

#### I. THE DYNASTY OF DAVID.

1. *Rehoboam, son of Solomon*, reigns seventeen years.  
1 Kings 14 : 22.
  - a. Acts upon the advice given by the young men, and the Ten Tribes revolt from him.
  - b. Prepares to war against Israel, but is restrained by a message from the Lord.
  - c. Builds cities for defense in Judah.
  - d. The priests and Levites resort to him in Jerusalem.
  - e. Shishak, king of Egypt, invades the land and captures and spoils Jerusalem.
2. *Abijah, son of Rehoboam*, reigns three years. 1 Kings 15 : 2.
  - a. Does evil, after the manner of his father.
  - b. Wars against Jeroboam I of Israel and is victorious.
3. *Asa, son of Abijah*, reigns forty-one years. 1 Kings 15 : 10.

- a.* Does right in the eyes of the Lord.
  - b.* Destroys the altars of the strange gods, the high places and images, and cuts down the groves.
  - c.* Removes his queen-mother from her position because of her idolatry, and destroys her idol.
  - d.* Builds fortified cities in Judah.
  - e.* Victorious in his conflicts with the Ethiopians.
  - f.* Leagues with Ben-hadad of Syria against Baasha of Israel. Desired result accomplished.
- 4. *Jehoshaphat, son of Asa*, reigns twenty-five years. 2 Chron. 20 : 31.
  - a.* Does right in God's sight, and is greatly blessed.
  - b.* Continues the religious reforms begun by his father.
    - (1.) Removes more of the high places and groves.
    - (2.) Sends teachers to teach the law throughout Judah.
  - c.* Leagues with Ahab of Israel against Syria.
    - (1.) Micaiah prophesies against the expedition.
    - (2.) Ahab is slain in battle.
    - (3.) Jehoshaphat is reproved by the prophet Jehu.
  - d.* Moabites, Ammonites, and others come against him but are smitten by God.
  - e.* Joins himself with Ahaziah of Israel and constructs a navy ; rebuked by Eliezer ; ships destroyed.
  - f.* Makes Jehoram, his son, regent ( 2 Kings 8 : 16), and gives rich gifts to his other sons. 2 Chron. 21 : 3.

5. *Jehoram, son of Jehoshaphat*, reigns eight years.  
2 Chron. 21 : 5.
  - a. On coming to the throne, slays his brothers.
  - b. Marries a daughter of Ahab, Athaliah, and walks in the ways of the kings of Israel. 2 Kings 8 : 18-26.
  - c. The Edomites and Libnah revolt from Judah.
  - d. Elijah, in a letter to Jehoram, prophesies concerning the latter's death.
6. *Ahaziah, son of Jehoram*, reigns one year. 2 Chron. 22 : 2.
  - a. Influenced by his mother, does wickedly in God's sight.
  - b. Visits his uncle Jehoram of Israel at Jezreel, and is slain there by Jehu.
7. *Athaliah, mother of Ahaziah*, usurps the throne, and reigns seven years. 2 Chron. 22 : 12 ; 23 : 1.
  - a. Slays all of the royal house except Joash, the infant son of Ahaziah.
  - b. Jehoida, the priest, assembles some of the leaders, crowns Joash king, and causes Athaliah to be put to death.
8. *Joash, son of Ahaziah*, reigns forty years. 2 Chron. 24 : 1.
  - a. Does right in God's sight.
  - b. Repairs the house of the Lord.
  - c. After the death of Jehoida, the priest, the king and the people serve idols.
  - d. The Syrians invade Judah, but are finally bought off with the temple treasures.

e. Joash is murdered by his servants, and is refused burial in the sepulchers of the kings.

9. *Amaziah, son of Joash*, reigns twenty-nine years.  
2 Kings 14 : 2.

a. Does right in the sight of the Lord, yet not perfectly.

b. Slays his father's murderers.

c. Gathers an army of 300,000 from Judah, and hires 100,000 more from Israel.

d. Rebuked by a prophet sent from God, he sends the 100,000 back to Israel.

e. Defeated in battle by Jehoash of Israel.

f. Conspired against and slain in Lachish.

## II. PROPHETS DURING THESE REIGNS.

1. Shemaiah. 1 Kings 12 : 22.

2. Iddo. 2 Chron. 12 : 15.

3. Man of God. 1 Kings 13 : 1.

4. Azariah, son of Oded. 2 Chron. 15 : 1.

5. Hanani. 2 Chron. 16 : 7.

6. Micaiah. 2 Chron. 17 : 7.

7. Jahaziel. 2 Chron. 20 : 14.

8. Eliezer. 2 Chron. 20 : 37.

9. Zechariah. 2 Chron. 24 : 20.

10. Unknown prophets. 2 Chron. 24 : 19 ; 25 : 7, 15.

## QUESTIONS FOR REVIEW.

1. Why did the Ten Tribes revolt ?

2. What invasion of the land during Rehoboam's reign ?

3. What great reforms did Asa effect ?

4. How did Jehoshaphat seek to spread the knowledge of the Scriptures throughout the land ?

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5. What military and naval operations did he plan ? What were the results ?
  6. What one queen did Judah have, and how long did she reign ?
  7. What special reforms did Joash accomplish ?
  8. Into what sin did Joash fall in his later life ?
  9. How large an army did Amaziah attempt to gather, and why was he unsuccessful ?
  10. Name five prophets of these times.

## XXV.

### OLD TESTAMENT HISTORY.

PERIOD X.—THE KINGDOM OF JUDAH.—CONTINUED.

TIME LIMITS.—975–587 B. C.

BIBLE SECTION.—1 Kings 12–22; 2 Kings; 2 Chron. 10–36.

#### I. THE DYNASTY OF DAVID.—*Continued.*

1. *Uzziah* (Azariah), son of *Amaziah*, reigns fifty-two years. 2 Kings 14 : 21 ; 2 Chron. 26 : 1.
  - a. Does right, except in the failure to remove the high places.
  - b. Successfully wars against the Philistines and others.
  - c. Greatly improves the country. 2 Chron. 26 : 9, 10.
  - d. Is smitten with leprosy for attempting to burn incense upon the temple altar.
  - e. Leprosy remains with him until death, and his son *Jotham* reigns as regent. 2 Chron. 26 : 21.
2. *Jotham*, son of *Uzziah*, reigns sixteen years. 2 Chron. 27 : 1.
  - a. Does right, as did his father *Uzziah*.
  - b. Makes the Ammonites tributary, and exacts a large tribute.
  - c. Greatly blessed of God because of his obedience.

3. *Ahaz, son of Jotham*, reigns sixteen years. 2 Chron. 28 : 1.
  - a. Does evil, after the manner of the king of Israel.
  - b. Makes his children pass through the fire to Moloch, offers sacrifices and incense in high places ; sacrifices to the gods of Damascus, and trespasses in other ways against God. Lev. 18 : 21 ; 2 Chron. 28 : 23.
  - c. He is delivered into the hands of the kings of Israel and Syria. Many are carried as captives to Damascus. The captives taken by the king of Israel are returned.
  - d. Continues his idolatrous practices ; spoils and closes the house of the Lord.
  - e. Is buried in Jerusalem, but not in the sepulchers of the kings.
4. *Hezekiah, son of Ahaz*, reigns twenty-nine years. 2 Kings 18 : 2.
  - a. Does right ; removes high places ; breaks the idol images, the brazen serpent of Moses (2 Kings 18 : 4), and cuts down the groves.
  - b. Repairs the temple, and again organizes its services.
  - c. Invites all Israel and Judah to Jerusalem to celebrate the Passover. The feast is celebrated for fourteen days. 2 Chron. 30 ; 31 : 1.
  - d. His sickness unto death.
    - (1.) Receives Isaiah's message and prays to God.
    - (2.) In answer to this prayer fifteen years are added to his life.

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- e. Receives an embassy from Berodach-baladan, and shows them all his treasures. Rebuked by Isaiah. 2 Kings 20 : 16-18.
  - f. Rebels against Assyria. Judah is invaded by Sargon and again becomes tributary to Assyria.
  - g. About eleven years later, Sennacherib comes against Jerusalem. The city is wonderfully delivered by God. 2 Kings 18 : 14 to 19 : 36.
  - h. Buried in the chiefest of the sepulchers of the kings. Great honors paid him at his death.
5. *Manasseh, son of Hezekiah*, reigns fifty-five years. 2 Kings 21 : 1.
- a. Does evil ; restores the high places, the altars and the groves, and puts an idol in the house of the Lord.
  - b. Delivered by God into the hands of the Assyrians, and taken captive to Babylon.
  - c. Repents and is restored to his throne, and partially undoes his former idolatrous work.
6. *Amon, son of Manasseh*, reigns two years. 2 Kings 21 : 19.
- a. Does evil, after the manner of his father Manasseh.
  - b. Is slain by his servants in his own house.
7. *Josiah, son of Amon*, reigns thirty-one years. 2 Kings 22 : 1.
- a. Does right, walking in David's ways.
  - b. Repairs the temple, and finds the book of the law.
  - c. Purges Jerusalem and Judah of the various forms of idolatry. 2 Chron. 34 : 3-7.





3. Unknown prophets. 2 Kings 21 : 10 ; 2 Chron. 33 : 18.
4. Jeremiah. Jer. 1 : 1.
5. Huldah. 2 Kings 22 : 14.
6. Zephaniah. Zeph. 1 : 1.
7. Habakkuk and Nahum.
8. Urijah. Jer. 26 : 20.

QUESTIONS FOR REVIEW.

1. What sacrilege did Uzziah commit, and how was he punished?
2. What heinous sins were committed by Ahaz?
3. What action did Ahaz take with regard to the temple and its services?
4. What great religious event in Hezekiah's reign?
5. During Hezekiah's reign, from whom and how was Jerusalem delivered?
6. Describe the reforms of Josiah.
7. Under what king of Judah does the kingdom come to an end?
8. By whom and when is Jerusalem taken.
9. What cruelties were inflicted upon Judah's last king?
10. Name four prophets of these times.

## XXVI.

### OLD TESTAMENT HISTORY.

#### PERIOD XI.—DESTRUCTION OF JUDAH TO CLOSE OF OLD TESTAMENT HISTORY.

TIME LIMITS.—587–400 B. C.

BIBLE SECTION.—Ezra, Nehemiah, Esther, Jeremiah, Ezekiel, Daniel, Haggai, Zechariah, Malachi.

##### I. JUDAH AFTER THE DESTRUCTION OF JERUSALEM.

1. *Gedaliah made Governor over those who Remain in the Land.* 2 Kings 25 : 22.
  - a. He assures peace and protection to the people, and many Jews return from Moab, Ammon, and Edom.
  - b. He is warned of Ishmael's conspiracy against him, but does not believe the warning.
  - c. Is treacherously slain by Ishmael.
2. *Johanan Becomes the Leader of the People.*
  - a. Is assured by Jeremiah the prophet of safety in Judah, but flees to Egypt.
  - b. Jeremiah prophesies their destruction in Egypt. Jer. 42 : 13 to 43 : 13.

##### II. THE JEWS IN EXILE.

1. Jehoiachin is released from prison, and is well treated by the king. 2 Kings 25 : 27.

2. Ezekiel gives many wonderful prophecies concerning judgments on various nations and the future of the Israelites.
3. Daniel is raised to power in the land.
4. The captives probably well treated, following various occupations, and acquiring some property. Jer. 29 : 5, 28.
5. The language changes so that the Hebrew after the return is not understood by the common people.
6. Idolatry is rooted out, and never again are the Jews guilty of idol worship.

### III. THE FIRST RETURN UNDER ZERUBBABEL IN 536 B. C.

1. *The Edict of Cyrus.*
  - a. Grants permission to the Jews to return to Jerusalem and build the temple.
  - b. Restores the vessels of the house of the Lord.
  - c. Asks for free-will offerings from those who remain.
2. About fifty thousand (50,000) return to Judea.
3. They set up the altar, and offer sacrifices to God.
4. *The Second Temple.*
  - a. The foundation laid the second year of their coming into the land, amid great rejoicing.
  - b. Hindered in their work by the Samaritans for fifteen years.
  - c. Encouraged in their work by the prophets Haggai and Zechariah.
  - d. Darius makes a decree for the advancement of the work.
  - e. The temple is finished and dedicated in 515-516 B. C.

IV. THE SECOND RETURN UNDER EZRA IN 458 B. C

1. Ezra, under permission from king Artaxerxes Longimanus, goes to Jerusalem with a small company.
2. Carries commissions to the various governors commanding them to help him in his work.
3. *His Work at Jerusalem.*
  - a. Exhorts the people to repent of their sin in taking idolatrous wives.
  - b. The people repent and measures are devised for separating them from these wives.
  - c. This work is carried to a successful issue.

V. THE REFORMS OF NEHEMIAH IN 445 B. C.

1. Nehemiah, the king's cup-bearer, receives permission of Artaxerxes Longimanus to visit Jerusalem for a period of twelve years. Neh. 5 : 14.
2. He is made governor of Judah for that length of time.
3. *His Work at Jerusalem.*
  - a. Stirs the people to activity, and the walls of Jerusalem are built.
  - b. Rebukes the usurers, and causes them to make restitution.
  - c. The law is read by Ezra and assistants, and the feast of tabernacles is kept.
  - d. He reforms the Sabbath observances of the people.
  - e. The people make a covenant to walk in God's ways, according to the law of Moses.
  - f. Reforms and purifies the temple service.
4. Returns to Susa in 433 B. C.

- 
5. *Makes a Second Visit to Jerusalem some years later.*  
Neh. 13 : 6, 7.
- a. Appoints new officers for the temple service.
  - b. Stops the breaking of the Sabbath by the people and the visiting merchants.
  - c. Punishes the people who are guilty of marrying heathen wives.

QUESTIONS FOR REVIEW.

1. Who was made governor of Judah after the destruction of the kingdom?
2. How were the captives treated during the exile?
3. Who was the leader of the First Return expedition?
4. When did they start upon the journey? How many returned?
5. What was their first act upon arriving at Jerusalem?
6. When did they begin and finish the Second Temple?
7. Who was the leader of the Second Return expedition? When was this expedition?
8. What reforms did Ezra make?
9. Who was Nehemiah and what reforms did he make during his first visit to Jerusalem?
10. What reforms did he make during his second visit?

## XXVII.

### PERIOD XII.—THE INTERVAL BETWEEN THE OLD AND NEW TESTAMENTS.

TIME LIMITS. — 400–4 B. C.

#### I. PALESTINE UNDER THE PERSIANS. 536–333 B. C.

1. From the time of Nehemiah to the end of the Persian domination very little of interest happens in Palestine. The country is annexed to Syria.
2. The country is governed by the high priests, who in turn are subject to the Syrian governors.
3. The office of high priest is much sought after, and there are many disgraceful contests for it. Jeshua a brother of Jonadab the high priest, attempts to secure the office, and is murdered by Jonadab in the temple.

#### II. PALESTINE UNDER THE GREEKS. 333–323 B. C.

1. Alexander of Macedon conquers Greece, Syria, Palestine, Egypt, and Persia.
2. He is very favorably disposed toward the Jews (according to tradition), and spares the city of Jerusalem.
3. While in Egypt he founds the city of Alexandria, and encourages many Jews to settle there, granting them special privileges.

#### III. PALESTINE UNDER THE PTOLEMYS. 323–204 B. C.

1. At the death of Alexander his empire is divided

among four of his generals — Ptolemy, Lysimachus, Cassander, and Seleucus — Egypt and Palestine going to Ptolemy.

2. One of the Ptolemys, Ptolemy Philadelphus, is very friendly to the Jews. Under his patronage the Hebrew Scriptures are translated into the Greek, forming the Septuagint version.
  3. There is constant warfare between the Ptolemys of Egypt and the kings of Syria, which latter country becomes a great kingdom embracing nearly all of Asia, under Seleucus, another of Alexander's generals.
  4. Antiochus the Great, of Syria, is defeated at Raphia, near Gaza, by Ptolemy Philopator of Egypt. The Jews resist Ptolemy's attempt to enter the temple, and in consequence their special privileges are taken away and they are fiercely persecuted, especially in Alexandria.
  5. Antiochus the Great, finally succeeds in adding Palestine to his kingdom, wresting it from Ptolemy Epiphanes, the successor of Ptolemy Philopator.
- IV. PALESTINE UNDER THE SYRIANS. 204–165 B. C.
1. Jerusalem is besieged and taken during the reign of Antiochus Epiphanes ; many thousand Jews are slain, and their temple is polluted by the sacrifice of a sow upon its altar of burnt offerings.
  2. Antiochus continues his persecutions, and for a number of years the Jews cease their sacrifices and public festivals.



3. The Maccabean family, a family of the priestly class, stir up the Jews against the Syrians, and finally under Judas Maccabæus, Judea becomes independent.

V. PALESTINE UNDER THE MACCABEES 165-63 B. C.

1. Judas Maccabæus purges the temple (165 B. C.) and rededicates it to the service of Jehovah.
2. Various ones of the Maccabean family rule in Palestine until 63 B. C., when Jerusalem is taken by Pompey, and Hyrcanus is placed upon the throne (63-40 B. C.), he being subject to Rome, paying a yearly tribute.

VI. PALESTINE UNDER THE ROMANS. 63-4 B. C.

1. Hyrcanus rules as king from 63-40 B. C. followed by Antigonus, a son of Aristobulus II, who rules from 40-37 B. C.
2. Herod the Great is made king by the Roman Senate, on account of the help he rendered the Romans, and rules from 37-4 B. C.
3. During Herod's reign the temple is rebuilt, being made larger and grander than the previous one. He also builds magnificent buildings in Jerusalem, rebuilds Samaria, naming it Sebaste, and as a crowning work builds the great sea-port of Cesarea.
4. In the last year of his reign, Jesus, the Christ, is born in Bethlehem of Judea.

## QUESTIONS FOR REVIEW.

1. Describe the condition of the people under the Persians.  
Give dates of their rule.
2. Describe the condition of the people under the Greeks.  
Give dates of their rule.
3. Describe the condition of the people under the Ptolemys.  
Give dates of their rule.
4. What version of the Bible was prepared under the patron  
age of one of the Ptolemys?
5. Describe the condition of the people under the Syrians.  
Give dates of their rule.
6. Who was Judas Maccabæus?
7. What was one of his first acts upon driving the Syrians out  
from Jerusalem?
8. How long did the Maccabees rule?
9. Who was made king by the Roman Senate? When?
10. What great building operations did this king undertake  
and successfully carry out?

PART TWO.



THE TEACHER AND TAUGHT.



## I.

### CHILD NATURE.

#### THE IMPORTANCE OF THE STUDY OF CHILD NATURE.

1. Because the strength of mature life very largely depends upon the growth and training of the early years of childhood.
2. Because the right or wrong training has much to do with the development of the child's character, and character is being built for eternity.
3. Because of the influence the child will have upon the succeeding generations.
4. Because early impressions are lasting, and cannot be entirely obliterated by one's after life.

#### I. ACTIVITY.

1. *Activity of Mind and Body is Necessary to Growth.*
  - a. Do not repress the activity of the child, but rightly direct it that it may be advantageously employed. This activity is rightly directed during the Sunday-school session, when it aids in any way in impressing the truths of the hour upon the scholars' minds.
  - b. Activity thus rightly directed is conducive to harmony of will between the teacher and taught. Study to make that which you wish to have him do attractive to him, and he will gladly do it.



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II. THE SENSES.1. *Sight and Hearing.*

- a. The child's eye and ear are quick to catch impressions and receive the meaning of looks, voices, and motions ; which impressions are reflected back in the child's actions.
- b. The teacher of children should seek to impress by look, word, and action, that which she wishes to see reflected in the child.
- c. Sight impressions are usually more lasting than ear impressions ; hence the teacher of children should plan to use the sense of sight in her teaching work, being careful to have all of her illustrative work for the great purpose of instruction, not for amusement.
- d. Train the child in the use of these two senses, that the good and beautiful shall be attractive, and the evil, both in story and picture, repulsive.

2. *The Other Senses.*

- a. Whenever opportunity presents itself, train the child in all matters of self-control. *Teach and train* him to be *temperate* in all things.

## QUESTIONS FOR REVIEW.

1. Why is the study of child nature of importance to Sunday-school teachers?
2. What should be done with the child's activity?
3. What may be prevented by rightly-directed activity?
4. Along what lines should the teacher aim to direct this activity?
5. What side of the child nature should be built up, and how may it be done?
6. How stimulate the right growth of the child?
7. Why should a teacher be so careful of looks, actions, and words?
8. Which are the more lasting—sight or sound impressions?
9. What should be the teacher's aim with regard to sight and hearing?
10. What should be the teacher's aim with regard to the other senses?



## II.

### CHILD NATURE.

#### III. THE EMOTIONS.

##### 1. *Love.*

- a.* Love is manifested very early in the child's life, and soon becomes the great motive power in that life.
- b.* This power, rightly directed, aids in the formation of strong, noble characters ; wrongly directed, it will tend to make cold, selfish ones.
- c.* Encourage the child to manifest his love in deeds for others, thus developing in him the highest type of love — self-sacrificing love.
- d.* Begin the training when the child is in the loving mood, and never refuse help when proffered through love, for by repeated, unselfish acts, the right kind of love is strengthened.
- e.* Gain the child's love for yourself, that you may direct it upward to God.
- f.* The child's love should be the basis of obedience to the teacher and to God.

##### 2. *Fear.*

- a.* The child is very susceptible to sight and sound impressions ; hence be careful in all illustra-

tive work to bring nothing before his mind that might excite the emotion of fear.

- b. Try to overcome any fear the child may have, such as the fear of the dark, of being alone, not by ridiculing that fear, but by teaching of God, his power, presence, and loving care for us.

3. *Anger.*

- a. A child is governed largely by his feelings; an adult very largely by his intellect. Teachers should bear this in mind in their efforts to govern the children.
- b. After an outburst of anger on the part of the child, it will not do simply to reason with him concerning his conduct; he must be appealed to through his feelings. Make the child reflect on the pain caused by his disobedience or his faults, and the pleasure caused by his good conduct; and thus develop self-control in him through his love for you.
- c. The emotions of children, being determined by the presence of objects, are transient. Hence in a case of anger, remove if possible, the exciting cause, and then appeal to his feelings. As the child grows older, the reason may be appealed to more and more.

4. *Sympathy.*

- a. In the early years of their life children are very sympathetic, catching and reflecting the emotions of those with whom they come in contact.

- b. This feeling of sympathy, or the desire to be in agreement with all things, should be so guided that it be rightly bestowed.

Compayre says: "We all have a secret tendency to put ourselves in agreement, in our sentiments and actions, with those who surround us, and particularly with those whom we love."

- c. Because of this feeling of sympathy the teacher must be careful to set before the child the right sentiments and actions, that sympathy may be aroused for that which is true and right.

#### 5. *Emulation.*

- a. Emulation, or the desire to excel, is natural to all persons, especially during childhood, and rightly directed becomes a powerful incentive to right action.
- b. Give the child right views of "true excellence" and foster the desire to excel, guiding that desire so that he may be led to excel in all those things which will make him more like the Perfect Pattern.
- c. True excellence consists in excelling one's self, rather than one's companions; one's own record, rather than the record of another. Use the lives or records of others as stimulants to effort for one's own sake, not simply as something to be reached and surpassed for the sake of excelling.
- d. Be careful in the giving of praise that it be rightly and judiciously bestowed. Children

are apt to hear themselves praised as the "well-dressed child" or the "pretty child," instead of the "attentive" or "obedient child;" thus receiving wrong ideas of *true excellence*. Conduct rather than clothes, life rather than looks, constitute *true excellence*.

QUESTIONS FOR REVIEW.

1. In what way does rightly directed love aid in character formation.
2. When is love rightly directed?
3. When and how should we begin to train the child's love that it may become the highest type of love?
4. How should a child be treated who fears the dark, or being alone?
5. How should an outburst of anger be treated? Give reasons.
6. What is meant by sympathy as an emotion?
7. What is emulation?
8. What is "true excellence"?
9. What part has praise in child training?
10. What fault do many make in praising children?

### III.

## CHILD NATURE.

### III. THE EMOTIONS. — *Continued.*

#### 6. *Wonder.*

- a. This feeling is awakened by the sight or hearing of that which is strange or of rare occurrence. It is closely allied on the one hand with curiosity, which leads us to exclaim, How or what is it? and on the other hand with the religious sentiment which leads us to look to the supernatural for an explanation.
- b. Preyer says: "The most powerful agent in the development of the understanding at the beginning, is astonishment, together with the fear that is akin to it." Sully says: "Sometimes wonder passes into awe, or even fear." We should use this feeling in our teaching work, but be careful not to awaken fear, either by picture or story of the marvelous.
- c. The religious sentiment seems to be born with the child and only needs developing. The feeling of wonder being so closely related to the religious sentiment, stories of the marvelous, such as are found in nature, in history, and in the Bible, which excite the feeling of wonder, may

be used by a skilful teacher to awaken and strengthen the religious sentiment of the child.

- d. Do not draw upon the imaginary or the improbable in order to excite wonder, as in such cases the effect upon the religious sentiment, when the fact of the stories being untrue becomes known to the child, would be just the opposite of what was intended — deadening rather than awakening.

7. *Imitateness.*

- a. Compayre says that the power of the imitative instinct in the child is due to several causes.

- (1.) To his ignorance.
- (2.) To his lack of personality or will.
- (3.) To the instinct of sympathy.

- b. The child's ignorance.

- (1.) Because of this let the teacher bring before the mind of the child the beautiful and noble which history and the Bible teach.
- (2.) Evil and sin will have to be spoken of at times in order to warn against their effects ; but dwell upon the good and true, letting the evil become known by contrast rather than by experience brought about through the imitative instinct of the child.
- (3.) Be careful about suggesting to the child or to the class forms of mischief or other of the lesser evils. Such suggestions might lead some of the class to imitate the very things warned against.

- c. The child's lack of personality.

- (1.) The child needs to act, but the will is weak, and so he acts in accordance with the observed acts of others.
- (2.) The child's will is not to be broken or overcome, but trained that it may *will* to do the right.
- (3.) Teachers can do much toward training the child's will by observing all the rules of the department, participating in all the exercises, and rendering prompt obedience to the requests of the superintendent. The child will imitate his teacher ; if she renders prompt obedience to all requests, he will be likely to do the same.

d. The child's instinct of sympathy.

- (1.) Compayre says: "To love any one is to desire to resemble him. The more causes of sympathy there are . . . the more powerfully will the imitative instinct manifest itself."
- (2.) Gauthey says concerning the child: "He easily yields to an impulsion from without. The persons who surround him act upon him more than he acts upon them, and he is readily molded after the pattern which they set before him, especially if they are older, stronger, more capable, and more experienced than he is."
- (3.) Guyau says, "By a judicious use of the child's susceptibility to imitative sugges-

tion, we may make of him almost what we please."

- (4.) In view of all this should not the teacher of children strive to be in full sympathy with the child, and to set before him the most perfect pattern?

QUESTIONS FOR REVIEW.

1. With what is the emotion of wonder closely allied?
2. In using this emotion in our teaching work, what caution should be observed?
3. How may we use this emotion in our teaching work?
4. To what is the power of the imitative instinct in the child largely due?
5. What should the teacher strive to bring before the child's mind?
6. What harm may be done by speaking of evils?
7. What can the teacher do to strengthen the child's will?
8. What does Compayre say will intensify the imitative instinct in the child?
9. What does Gauthey say concerning the influence of the child's surroundings?
10. Because of the imitative instinct of the child, what should be the teacher's aim?



## IV.

### CHILD NATURE.

#### IV. THE INTELLECT.

##### 1. *Curiosity.*

a. Tracy says: "In the very young child its essential character is feeling." "It consists of a sort of hunger for new sensations." Again he says, "With the expansion of the intellect it is transformed into the pure desire to know."

b. It is one of the most powerful factors in the child's development, and should be encouraged and guided, rather than discouraged by the teacher.

c. Taine, speaking of the curiosity of a young child as shown by the child experimenting with everything that comes within her reach, says: "When once it (the object) is sufficiently known, she throws it aside; it is no longer new; she has nothing further to learn from it, and so has no further interest in it."

This is also true when curiosity becomes purely intellectual. When anything brought before the mind becomes sufficiently known, it loses its power of interesting the child, and when the child's interest is lost, his attention is lost with it.

- d.* In all illustrative work, such as blackboard and object teaching, develop the teaching step by step, that the curiosity of the child may be kept aroused and the interest and attention held until the end.
  - e.* The child does not desire to know everything. Curiosity leads him to desire to know things concerning himself or his surroundings. The teacher must in some way bring those things which are to be taught into association or relationship with the things in which the child is already interested, and thus, arousing his curiosity, gain his attention.
- 2. *Memory.*
  - a.* The power of memory depends upon two things — the susceptibility of the brain tissues to receive impressions, and the attention which is given to the things which are to be remembered. The brain in a little child is very impressible, but his power of attention is small ; hence to strengthen his memory the teacher must do all in her power to gain and hold the attention of the child during the teaching time.
  - b.* The greater the number of the senses brought into use in producing an impression on the mind, the deeper will be that impression, and hence the more easily reproduced by memory. It is usually considered that sight furnishes the most lasting memory images, but the muscular sense is of great importance. Children re-

member far better what they do, than what they see or hear. This may be because of what is known as the muscular sense, or because the act of doing fixes the attention upon the objects which are being used for illustrative work.

- c. A good memory should have three qualities or virtues : First, power to *receive promptly* ; second, power to *retain accurately* ; third, power to *restore easily*.
- d. Children learn much more readily if they understand what is taught them ; hence, in teaching children to memorize Scripture, explain the passage as clearly as possible, thus helping the child's memory.
- e. Order, or the logical arrangement of the facts presented to the child, is a great help to him in memorizing. "It is indubitable that one learns with a facility incomparably greater, and that he retains much better what is taught in the true order ; because the ideas which have a natural sequence arrange themselves much better in our memory, and revive one another much more easily."
- f. An old maxim is, that repetition is the soul of instruction. Compayre says that it is one of the essential conditions for the development of memory. Bain says that it "is the first law of memory. The process of fixing the impression occupies a certain length of time ; either we must prolong the first shock, or re-

new it on several successive occasions." Do not be afraid then of using over and over again in your teaching work those objects or symbols which will serve to recall — and hence to re-impress — certain truths or facts which have been presented to the scholar's mind.

- g.* One of the best means of developing the power to recall what is in the memory is frequent questions. Unexpected, short, prompt questions awaken the memory, and accustom it to prompt recollection. The teacher should accustom the child to express in his own language that which has been taught, in order to be sure that the thought has been received, and not merely the words.
- h.* Blackie sums up the principal conditions to be fulfilled for assuring strength of memory or for re-enforcing its weakness, as follows :—

  - (1.) The clearness, vivacity, and intensity of the original impression.
  - (2.) The order and classification of the facts.
  - (3.) Repetition. "If the nail does not go in at one stroke, let it have another, and another."
  - (4.) The power of logical sequence.
  - (5.) The artificial relations established between the things remembered. (Association of ideas.)
  - (6.) The use of written notes.

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QUESTIONS FOR REVIEW.

1. What is curiosity?
2. When does a child's interest in anything cease?
3. Because of this, how should we proceed with our black-board and object illustrations?
4. Upon what does the power of memory in the child depend?
5. How may an impression be deepened?
6. What three qualities should a good memory possess?
7. How may we help a child in the memorizing of Scripture?
8. Of what value is repetition in memorizing?
9. What is the best means of developing the power of recollection?
10. State Blackie's summing up of the conditions to be fulfilled for assuring strength of memory.

## CHILD NATURE.

IV. THE INTELLECT.— *Continued.*3. *Imagination.*

- a. Imagination is that power by which memories are woven into new forms called “ideals.” It is different from phantasy, in that it is under the control of the will.
- b. That which is sometimes spoken of as the *representative imagination*, is hardly more than a vivid memory; imagination proper is *constructive*, and combines in new ways the memory images.
- c. This faculty is one of the most helpful to the teacher of children, as by its use the most vivid impression may be made upon the child’s mind. It also greatly extends the teacher’s powers, as by its aid she can bring much into her teaching work which otherwise would be beyond her.
- d. Egger says, “It is very true that instead of the toy so elaborate in form, the child often prefers something rude which his imagination can transform according to his fancy.” Let the teacher bear this in mind in her black-board and object work, and remember that

much can be done with a few straight and crooked marks on the board, or with a few wooden blocks and pegs, *together with the imagination of the child.*

- e. In most children the imagination will not need developing, but rather guiding and curbing. In an over-imaginative child, seek to curb the imagination by stimulating his powers of observation and his desire for positive knowledge.

#### 4. *Judgment and Reasoning.*

- a. "A very young child is capable of judgments through the sense perceptions. Capacity for reflective judgments comes later, when the mind has become capable of attention, and has at its disposal a supply of ideas."
- b. Compayre says: "In order that the child may deal surely and easily with general ideas and abstract terms, two rules must be followed:—
  - (1.) "Never let an abstract term pass without explaining it to the child, at first by concrete examples, later by definitions.
  - (2.) "Accustom the child, by presenting to him a series of objects of like nature, to grasp their relation and resemblances, and to discover for himself the general idea."
- c. Encourage the child by means of careful questions to form individual, independent judgments. A child is more inclined to reproduce

what has been said to him, than to express his own thoughts.

- d. The child's first personal judgments are founded on analogies; let the teacher therefore suggest analogies and contrasts that the judgment may be stimulated.
- e. Be careful not to discourage liberty of judgment by severe remonstrances or harsh treatment of wrong or inaccurate judgments. Inaccurate judgments are usually the result of ignorance and irreflection; let the teacher, therefore, give the requisite knowledge and also cause the child to reflect.

#### V. THE WILL.

- 1. Right feelings and good habits do not sufficiently equip the child for the battle of life. A trained will, acting at all times according to an enlightened reason, is necessary for the child that he may be truly free and thoroughly equipped.
- 2. Elizabeth Harrison says, "The will, like every muscle, organ, or faculty, becomes strong by being judiciously exercised." Choosing, under guidance, exercises and educates the will.
- 3. The teacher should seek to lead the child to *desire* to do the right things, and then to stimulate him *to will* to do those things. Place before him attractive ideals, and bestow upon him hearty approval for all his efforts, looking toward the realization of those ideals.
- 4. In the development of the will we must bring in the ideas of good, of duty, and of responsibility,



that the child's will be led to act as the instrument of virtue, not of vice.

5. Compayre says : " Character comprises two elements : On the one hand settled convictions or principles, which belong to the intelligence; on the other hand, decision or resolution, which belongs to the will." We must have a clear knowledge of the right, an earnest desire to do the right, and a strong will to carry out our desires.

#### QUESTIONS FOR REVIEW.

1. What is the imagination?
2. Of what help to the teacher is the child's imagination?
3. How may the imagination be restrained?
4. What are Compayre's two rules with regard to the use of general ideas and abstract terms in our teaching work?
5. How may we know that a child has grasped our thought, and not merely memorized our words?
6. How should we treat a child who gives wrong or inaccurate judgments?
7. What is needful for the child's life equipment, besides a knowledge of the right and a desire to do the right?
8. How may the will be educated?
9. How may we stimulate the child to right action?
10. Of what two elements does character consist?

## VI.

### THE LAWS OF TEACHING.

#### I. THE TEACHER MUST KNOW —

##### 1. *That which he would Teach.*

- a. He must know it so thoroughly that he can readily explain, prove, and illustrate it.
- b. He must know it so thoroughly as to gain his scholars' respect and confidence.
- c. He must know it so that he himself is impressed with the truth.
- d. He must know it in relation to other great truths.

##### 2. *Whom he would Teach.*

- a. That he may begin his teaching at the right place — where the scholar's knowledge ends.
- b. That he may adapt his teaching to individual needs.

#### II. THE SCHOLAR'S ACTIVE CO-OPERATION MUST BE SECURED.

1. Teaching is causing another to know ; hence teaching implies two — a teacher and a learner.
2. *A Scholar Learns Only as his Activities are Aroused, Directed, and Enlisted.*

##### a. The activities aroused.

- (1.) By concise, definite questions. This is one of the best means of arousing the activities of the scholar.

- 
- (2.) By an appeal to the curiosity of the scholar.
  - (3.) By an appeal to the imagination of the scholar.
  - (4.) By illustrations fitting the scholar and the subject
- b. The activities directed.
- (1.) The lesson must be planned beforehand, that the line of thought may be known.
  - (2.) By careful questioning lead the scholar along the prepared line of thought.
  - (3.) Encourage questioning on the part of the scholar, and strive to turn everything to good account.
  - (4.) As far as possible give every one something to do in connection with the lesson.
- c. The activities enlisted.
- (1.) The subject matter must be made interesting.
  - (2.) The teaching must connect itself with the present.
  - (3.) The teaching must be made personal rather than general.

### III. THE TEACHING MUST PROCEED STEP BY STEP.

- 1. Find the solid ground of actual knowledge, and begin upon that to build.
- 2. Each step in the teaching process must be presented, and the mind kept upon it until it is clearly defined.
- 3. The complex will be readily understood, if each step in the process is understood.
- 4. The teaching must proceed from the known to the

unknown, from the concrete to the abstract, from the particular to the general.

#### IV. THE TEACHING MUST PROCEED IN ACCORDANCE WITH THE LAW OF ASSOCIATION.

1. We can the more easily and firmly fix in our memory those facts or truths which are associated with other facts or truths, than those which stand isolated.
2. *A Series of Lessons, or Parts of One Lesson, should be Linked together by one of the Following Bonds : —*
  - a. The association of time, — co-existence or succession.
  - b. The association of place, — co-existence or union.
  - c. The association of relationship, — cause and effect, whole and part, etc.
  - d. The association of contrasts or similarities.
  - e. The association of sign to the thing signified.

#### V. THE TEACHING MUST BE ADAPTED TO THE NEEDS OF THE SCHOLARS.

1. Great truths may be and should be taught to all, but must be presented and illustrated with regard to the condition of the various scholars.
2. Little children should be given but one truth, or but one aspect of a truth at any one time.
3. With the young express the thought in as few words as possible and in short sentences.
4. In all cases the language used should be that which is common to both the teacher and the taught.
5. The illustrations should be selected from what is known and familiar to the scholars.

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VI. THE TEACHING MUST BE PRESENTED IN VARIOUS WAYS.

1. Vary the teaching matter and manner. Avoid routine plans.
2. Clothe old truths in new garments of Presentation, Illustration, and Application.

VII. THE TEACHINGS MUST BE OFTEN REPEATED IN ORDER TO MAKE THE IMPRESSION LASTING.

1. The repetition must be given under various forms, such as reviews, recapitulations, summaries, etc., in order not to be wearisome.
2. Reviews should be given frequently and at stated times. The younger the scholars the more frequently should these reviews be given.
3. A review should be a new view as far as possible, presenting fresh applications of the same truths.

QUESTIONS FOR REVIEW.

1. What two things must the teacher know in order to teach?
2. What is teaching?
3. How can we arouse the scholar's activities?
4. How direct and enlist their activities?
5. What is the third principle of teaching?
6. What is the fourth principle of teaching?
7. What is the fifth principle of teaching?
8. What special caution to be observed in the use of illustrations?
9. What is the sixth principle of teaching?
10. What is the seventh principle of teaching?

## VII.

### THE ART OF QUESTIONING.

#### I. OBJECTS OF QUESTIONING.

1. To *test* the scholar's *knowledge* of the facts of the lesson, etc.
2. To *test* the scholar's *understanding* of the lesson thoughts.
3. To *arouse* the scholar's *thought* along the lines previously prepared by the teacher.
4. To *arouse* the scholar's *memory*.
5. To help the understanding.
6. To attract and hold attention.
7. To give an outlet to the scholar's energy.

#### II. HOW IT SHOULD BE DONE — BY THE TEACHER.

1. *Promptly.* Do n't linger over a question, but speak it out.
2. *Patiently.* The fault may be with the teacher in asking the question if an answer is not forthcoming.
3. *Persistently.* Keep at it. It is a hard thing to become a good questioner, but the only way to succeed is to keep on questioning.
4. *Pleasantly.* Very much depends upon the teacher's manner in putting the questions. Be pleasant and expect answers, but do not scold if they are not forthcoming.

### III. REQUIREMENTS FOR GOOD QUESTIONING — ON THE TEACHER'S PART.

1. Thorough study and knowledge of the lesson.
2. A teaching plan — memorized — flexible so as to allow of the introduction of thoughts other than those planned for.
3. *Ability* (natural or acquired).
  - a. To suppress disappointment in all teaching work if the desired result is not immediately gained.
  - b. To use unexpected replies.
  - c. To change form of question.
4. Knowledge of the needs and nature of the scholars.
5. Familiarity with the names of the scholars.

### IV. CHARACTERISTICS OF GOOD QUESTIONS.

1. *Adapted* to the condition of the scholar.
2. *Clear* — as regards both words and wording.
3. *Definite* — to bring a definite answer.
4. *Inspiring* — stimulating to the mind.
5. *Concise* — word and thought.
6. *Relevant* — to the subject. Directly or leading to the subject.
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9. *Personal*, rather than general.

### V. SUGGESTIONS WITH REGARD TO QUESTIONING.

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### V. SUGGESTIONS WITH REGARD TO QUESTIONING.

1. Begin with easy questions, especially in a strange class or with new scholars. If some questions are given which can be readily answered, the scholars are encouraged to try to answer the others as they are given.

2. Ask the questions of the class, then call upon an individual for an answer. This holds the attention of the class better, as no one knows who is to be called upon for the answer until the question is given.
3. Use concert replies *after* individual ones.
4. Tell facts; question on principles.
5. Get back from the scholars by questioning, whatever has been given them in lecture form.
6. Whenever possible, use an answer, although it may not be the desired answer.

#### VI. WHAT TO AVOID IN QUESTIONING.

1. Indefinite questions.
2. Long questions.
3. Leading questions — containing or suggesting the answer.
4. Difficult questions — apt to be discouraging.
5. Questions which require no independent thought.
6. Repetition of questions — tends to inattention.
7. Rotation in calling for answers.
8. Saying a blunt *No* to a wrong answer.
9. Laughing at a wrong answer.
10. Faultfinding when unanswered

#### QUESTIONS FOR REVIEW.

1. What are some of the objects of questioning?
2. What should be the teacher's manner in questioning?
3. What are some of the requirements on the part of the teacher for good questioning?
4. State five characteristics of good questions.
5. Why should easy questions be given at first?

- 
6. Why ask the question before naming the one who is to answer?
  7. What is a leading question?
  8. Why are leading questions not good questions?
  9. What should be avoided in questioning?
  10. How should a wrong answer be treated?

## VIII.

### THE ART OF ILLUSTRATING.

#### I. OBJECTS OF ILLUSTRATING.

1. To attract attention.
2. To prepare the mind for the truth.
3. To explain the truth.
4. To impress the truth.
5. To help the imagination.
6. To help memory.
7. To condense truth.

#### II. KINDS OF ILLUSTRATIONS.

1. *Visible* — usually the most effective.
  - a. Objects.
  - b. Blackboard.
  - c. Pictures and maps, etc.
2. *Verbal*.
  - a. Descriptions — have them true.
  - b. Stories and parables — have them pointed.
  - c. Facts — have the statement short.

#### III. HOW TO OBTAIN ILLUSTRATIONS.

1. Ask first the question, “ *What truth do I wish to illustrate ?* ”
2. Search for something in the Bible, in nature, or in the daily experiences of men.
3. Clip from newspapers, magazines, etc., and index the matter under appropriate heads, so that it may be readily found when wanted.

4. Always have a note book and pencil to jot down illustrations as they come into your daily experiences.

#### IV. SUGGESTIVE HINTS.

1. Make the illustration *subordinate* to the application.
2. Make the illustration closely apply to the truth.
3. Do not mix illustrations in the same sentence.
4. Do not have too many illustrations.
5. Focus the thought on one point.
6. Study carefully the connection of the illustration and the truth.

#### V. WHAT TO AVOID.

1. Improbable stories.
2. Untrue representations of objects.
3. Disappointment in material.
4. A long illustration.

### OBJECT ILLUSTRATIONS.

#### I. USES OF OBJECT ILLUSTRATIONS.

1. *To Impress the Truth.*
  - a. The object chosen should be simple, so as not to hide the truth.
  - b. Objects should be used only occasionally so as not to lose their attractive power.
  - c. The object should be removed from sight when the truth has been clearly brought out.
2. *To Make the Truth Clear.*
  - a. The object should easily illustrate the truth.
  - b. The object should be well-known to the scholar and to the teacher.
3. *To Condense the Truth.*

- a. The object should speak for itself.
  - b. The object should be one by which the truth may be quickly as well as forcefully given.
- 4. *To Gain Attention.*
  - a. Keep the object out of sight until used.
  - b. If possible, bring in the element of surprise, as then the attention is the more easily gained and held.
- 5. To make the lesson scenes more real. (Used by the teachers of little children.)
  - a. Use objects to represent figures rather than representations of those figures. Unless the representation is very good, it may raise a laugh among the children.
  - b. Have the *material* used as much like the things represented as is possible. Bricks and stones for walls, bits of trees for trees, etc.

## II. SUGGESTIVE HINTS.

- 1. Ordinarily, teach but one truth with an object.
- 2. Use your own object lessons as far as possible, thus developing yourself.
- 3. Tell the scholars as little as possible ; let them tell you as much as possible.
- 4. Get the attention of the scholars fixed upon the object ; then upon the truth.
- 5. Use the same object for the same thing in a series of lessons historically or otherwise connected.

## III. A FEW CAUTIONS.

- 1. Be sure the object really teaches what you wish to teach.



2. Have the thought fully developed in your own mind.
3. Practice beforehand any work requiring manipulation.
4. Avoid disappointment in material.

QUESTIONS FOR REVIEW.

1. What are some of the uses of illustrations?
2. What two kinds of illustrations do we use?
3. How may we obtain illustrations?
4. What is the relation of the illustration to the application?
5. What cautions should be observed in the use of illustrations?
6. If we wish to impress truth with an object illustration, what caution should be observed with regard to the object?
7. If we wish to make the truth clear, what caution should be observed with regard to the object?
8. If we wish to condense truth, what caution should be observed with regard to the object?
9. If we wish to gain and hold attention, what caution should be observed with regard to the object?
10. What mistakes are sometimes made in the use of object illustrations?

## IX.

### BLACKBOARD ILLUSTRATIONS.

#### I. USES OF BLACKBOARD ILLUSTRATIONS.

1. *To Impress the Truth*; hence the work should
  - a. Be clear, that all may easily understand.
  - b. Present the main truth; i. e., the most important truth in the lesson for your class or school.
  - c. Be arranged so as to leave the one truth on the board; let the last look of the scholar in passing from the room be on *that lesson*.
2. *To Gain and Keep Attention*; hence the work should be
  - a. Arranged in attractive form, simple figures, plain lettering, orderly arrangement, colored crayons, etc.
  - b. Developed before the class, so as to have
    - (1.) A continual progress of thought without distracting influences.
    - (2.) Each moment something new, thus holding the scholar's attention.
    - (3.) The different thoughts of the lesson leading to the central truth more firmly impressed, being more clearly seen.
    - (4.) The minds of the scholars following yours, not trying to run ahead.

NOTE.— Sometimes an exercise may be put on the board before the class or school meets, and left there as a silent but speaking teacher of the truth.

- c. Thoroughly memorized, so that
  - (1.) The hand and tongue may work together.
  - (2.) There may be the greater freedom in questioning.
  - (3.) The scholars may be impressed with the fact of your thorough knowledge of the lesson and its teachings.
  - (4.) The lesson may be the more quickly given.
- d. Arrange so as to have all changes easily and quickly made.
  - (1.) The simpler the change the better.
  - (2.) Each change should add to the thought.
  - (3.) The last change should leave *the lesson* on the board.
- 3. *To Condense Truth*; hence the work should *not* be
  - a. Too elaborate. Do not try to teach everything in the lesson.
  - b. Too complex. Make *one truth* stand out.
  - c. Too long. Make it short, pointed, radiant with light—much in little.
- 4. *To Explain*.
  - a. Geography.
    - (1.) Outline maps are the best for class use.
    - (2.) Draw these as needed before the class.
    - (3.) Keep the proportions right.
  - b. Orientalisms. Buildings, instruments, etc., may be made clear to all by a hasty sketch.

## 5. To help the memory.

- a. The blackboard outline should crown the teacher's work.
- b. The outline should be arranged in form easily memorized. Use alliteration, prominent words in large lettering, etc.

## II. SUGGESTIVE HINTS.

1. Begin with the simplest work.
2. Practice everything beforehand.
3. If necessary, use slate pencil to outline the work.
4. Use appropriate colors in crayons — bright yellow for the golden texts, dark colors for that which is evil, and bright colors for that which is good.
5. Do not take time to do fine work; the scholars' imagination will cover all deficiencies.

## III. A FEW CAUTIONS.

1. Be sure *unimportant* words are *not* made prominent.
2. Never sacrifice clearness to effect.
3. When the one thought has been clearly brought out, *stop*.
4. Use the blackboard as a help in teaching, not for show.

## QUESTIONS FOR REVIEW.

1. What are some of the uses of blackboard illustrations?
2. If we wish to impress the truth, what caution should we observe with regard to our blackboard work?
3. If we wish to gain and hold attention, what four things should we remember?
4. Why should our blackboard work be developed before the class?

- 
5. Why should our blackboard work be thoroughly memorized?
  6. If we wish to condense truth, against what three things should we caution ourselves?
  7. How should we arrange our work, that it be the best help to the memory?
  8. What rule should govern us in our use of colors in blackboard work?
  9. What special caution should be observed with regard to the use of unimportant words?
  10. When is the backboard abused?

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